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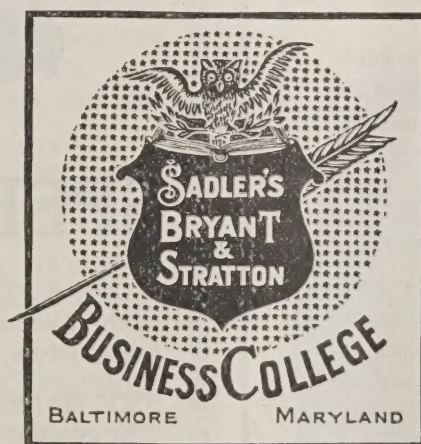
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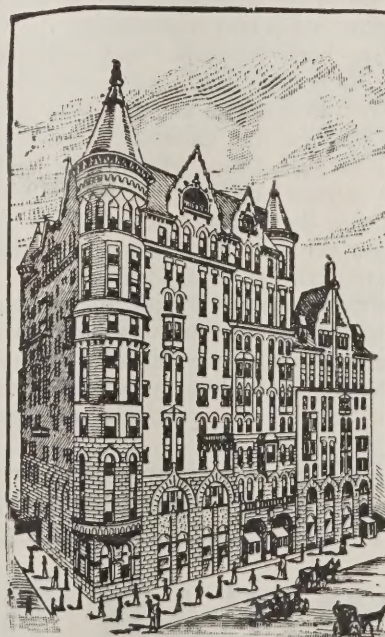
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No. 1

## MONDAMIN\*

AN EPIC POEM IN THREE PARTS TELLING OF THE FIRST HARVEST OF INDIAN CORN

By HARRY N. BAUM

Director of Festivals, Principia School, St. Louis, Mo.

LONG ago, when there were no white men to disturb the peacefulness of America, the Indians ruled supreme. At first they were nomadic tribes, roaming the broad plains and vast forests. They could not remain long in one place, for they lived mainly upon the beasts which they captured and ate. Occasionally, in their wanderings, they would meet with other tribes of Indians; then, if food were plentiful, they would hold a big celebration and all would gorge themselves with meat. However, it frequently happened that the hunting had been poor and meat was lacking; then they would quarrel with one another and blood would be shed, all because of this lack of food.

And one day an Indian came to one of these wandering tribes and asked if he might live with them. This man they called Manabozho, the Prophet, for he did not believe as they did. He told them it was foolish to wander about, searching for meat and quarreling with other tribes, and he showed them the wild rice, the grapes and the nuts. So the Indians ceased their wanderings and lived upon the rice and nuts and the little meat that they could find. But this was not enough, for the winter was cold and long and the animals were wary. So they went to Manabozho and told him that they would have to return to their wandering life.

But he asked them to wait a little while, and he told them to pray to their gods for help. For a long time they prayed, but no food came. Then Manabozho went into the forest and fasted and prayed for seven days, and the Lord of Life heard his prayer and sent the Spirit

### CAST OF CHARACTERS

Manabozho, the Prophet and Teacher,  
Mondamin, the Spirit of the Corn,  
Keneu, an Indian Chief,  
Bukadawin, the Famine, Spirit of Evil,  
Unktahee, the God of Rains,  
Shawondasee, the God of the South  
Wind, Spirits of Good.

Ne-ka, } Indian Braves  
Pe-Pin-a-wa, }  
Chorus of Indian Braves and Indian Women.

of Indian Maize or Corn to them.

And when this Spirit appeared before the Indians he would not give the corn to them. He told them that one of their number must wrestle with him and prove that this tribe was worthy of this gift from the gods. But the Indians were afraid of the Spirit and would not meet with him. At last, when it seemed as if Mondamin, the Spirit of the Corn, would depart without meeting any of the tribe, Manabozho said that he would wrestle with him. So they went deep into the forest

and there Manabozho wrestled with Mondamin and conquered him.

When Manabozho returned with this God-given food it was planted with great rejoicing, for all the Indians felt that they were now safe from starvation. But there was still another test to meet—a test of strength and spirit.

During the long, hot summer months the corn began to dry up and wither. Once more the Indians faced starvation, but this time their faith in the Lord of Life did not falter, and soon two Spirits of Good appeared to protect the waving corn fields.

Under the care of these two Spirits the corn grew strong and clean until the harvest time. Then, with great ceremony, the waving fields were stripped of the golden ears and the Indians were saved.

In this way the Indians passed through an important period of their development toward civilization. Now, instead of being mere hunters of beasts, they were husbandmen—tillers of the soil—whose glory and strength lay in the good, brown earth.

### Part I.

#### *The Planting of the Corn.*

SCENE: A clearing in the forest. The back-drop shows a small grass plot surrounded by trees. The wings on both sides are large trees, fresh and green with their new foliage. It is Spring.

1.

Opening Chorus: Indian Prayer—Keneu and Indians.

Indian Chorus:

Father of All, and Spirit of Good,  
Hear this, Our Prayer to thee!  
Help us to find a ne'er failing food,  
And from all bondage be free.  
Lord of all Life, Above and Below,  
Bless us, your children in need!  
Send us a food that forever will grow;  
This is the blessing we plead.  
Ruler of Spirits, Of All that is Good,  
Grant us this prayer that we give.  
Aid us, your children who dwell in the wood;  
Help all your children to live.

Keneu:

Through the leafy woods I wandered,  
Saw the deer, with coat of brown,  
Saw the rabbit in his burrow,  
Saw the pheasant's golden gown;  
Saw the squirrel, his acorns throw.

Indian Chorus:

Master of Life, Of all things knowing,  
Must our lives on these depend?  
Send us now, a food for sowing,  
Merciful bounty to us extend.

Keneu:

By the river's bank I wandered,  
Saw the rice in newest green,  
Saw the berries blue and yellow,  
Saw the grape-vine, freshly clean,  
Peeping from the last of snow.

\*Mondamin was written by Mr. Baum for the students at the Boys' School at Interlaken, and was presented by them with great success. Mr. Baum is a son of Mr. L. Frank Baum of "Wizard of Oz" fame.—Editor.



Indians:

Master of Life, Of All things knowing,  
Must our lives on these depend?  
Send us now, a food for sowing,  
Merciful bounty to us extend.

Keneu:

By the lake I sat and pondered,  
Saw the sturgeon leaping high,  
Saw the sun-fish in the water,  
Saw the yellow perch flash by;  
Saw the gulls their meal defer.

Indians:

Master of Life, Of All things Knowing,  
Must our lives on these depend?  
Send us now, a food for sowing,  
Merciful bounty to us extend.

Ruler of Spirits, Of All that is Good,  
Grant us this prayer that we give.  
Aid us, your children who dwell in the wood;  
Help all your children to live.

Keneu:

'Tis long that we have asked the Master of Life  
To give an answer to our prayer. But not  
One word or sign of any kind to us  
Is given. What can we do to make our plea  
More fruitful? What's to be done, I do ask you?

Ne-ka:

We have not heard from Manabozho yet.  
Let us await his coming home; he is  
The one most probable to get reply  
From our good Lord above.

Keneu:

Ah yes, I had  
Forgot. For seven days he fasteth long  
Amid the lonely forest wilds. It is  
But right that he should be the one to get  
Reply to this, our prayer.

But what can keep  
Him still within the wood; answer or none,  
He should return ere this. Perhaps he's faint  
And weak from lack of food. Ne-ka, do you  
Take men and go in search of him.

Ne-ka (gazing off into the forest):

If I  
Am right, I think 'tis he that now does make  
Approach. Yes, yes; 'tis he.  
Do'st bring with you  
The answer that we seek?  
He nods, so he  
Must have the answ'ring food.  
*Manabozho enters the clearing.*

Keneu:

Come, tell  
To us, have you the food for which we pray?  
Speak man, I know you're weak; but ease our minds  
Before you go to break your wasting fast.

2.

*Solo: From the Forest Haunts I Come—Manabozho.*

From the forest haunts I come,  
Wand'ring slowly through the shadow;  
All the woodland noise was dumb,  
Softly did the river flow,  
Peace like that before the snow.  
Then did Gitche Manto speak,  
Granting now the aid we seek.

Refrain:

Master of Life, your praise I sing,  
Make us worthy of your gift.  
Your gracious food from earth will spring;  
May we guard this food with thrift.

Not for glory did we ask,  
Nor for valor's boasting song;  
But to make a lighter task,  
Loose the heavy burden's thong,  
And all life and peace prolong.  
Gitche Manto heard our quest,  
And of food he sends the best.

Refrain:

Master of Life, your praise I sing,  
Make us worthy of your gift.  
Your gracious food from earth will spring;  
May we guard this food with thrift.

Indian Chorus:

Master of Life, your praise we sing,  
Make us worthy of your gift.  
Your gracious food from earth will spring;  
May we guard this food with thrift.

Indians:

All praise to the Master of Life from whom  
This blessing comes.

Keneu:

And do you bring this food  
To us? I do not see it here.

Manabozho:

I have  
It not. The Lord of Life but said he heard  
Our prayer, and he would answer it. But how  
It comes, or when, I do not know.

Keneu:

It is  
Enough to know that we are heard. The food  
Shall come to us in time to sow; of this  
There is no doubt. With faith we shall await.

*Mondamin enters from behind the trees.*

Mondamin:

Behold. I come to stand alone before  
The sons of long departed braves.

*The Indians draw away from the intruder.*

Yes gaze, and gaze again; for ne'er before  
Have I beheld the eyes of men upon  
My beaut'ous body.



Far from lands which no  
Man knows, I come to you; for, but a short  
Time since, the Lord of Life did visit me  
And say, "Good friend, my children need thee, go  
To them and judge if they be worthy of  
Your golden gift." So I am come to judge  
You, Sons of Men; step out, and each one stand  
Distinct and sep'rate from his fellows. So  
May I the easier judge which one may try  
His strength with me.

*Keneu:*

And who are you,  
Who come in such a fashion; boasting so  
The very flow'rs do hide their heads in shame  
Before your braying speech?

*Mondamin:*

Mondamin I,  
The Spirit of the Corn; sent here by our  
Good Lord of Life in answer to your prayer.

*Keneu:*

Your pardon, Presence I implore. We knew  
Not whom it was who came to visit us.

*Manabozho:*

Our most profound apologies accept;  
As has been said, we knew not whom you were.

But tell to me, are you indeed the One  
Who visits us in answer to our prayer?

*Mondamin:*

I am indeed; the Lord of Life did bid  
Me come to you.

*Manabozho:*

Then you must bring to us  
The ans'ring food. Come, show this food that you  
Were told to bring.

*Mondamin:*

Nay; not so fast, I pray.  
There are a few requirements to meet  
Before I shall deliver up my prize  
Of gold.

From out this chosen band, you must  
Select some one whom you think best is fit  
To wrestle me, Mondamin, Lord of Corn.  
This one must be the best of all among  
Your tribe; his spirit strong; his courage brave  
To meet unknown dangers. Noble must  
He be in heart, or else he fail. And if  
He fail, you lose all hope of gaining food,  
And deep will be the curse upon this tribe.  
But if he wrestle me, and win the bout,  
This food will I deliver unto you;  
And I, myself, shall watch the tender shoots,  
Until at last, the welcome harvest comes.

Now I have told to you what must be done;  
Select your champion brave, and let us meet.

*Keneu:*

Is this the law?

*Mondamin:*

It is.

*Keneu:*

We find it hard,  
But yet we'll do our best.  
Pe-pin-a-wa,  
Wrestle with this Lord. Your spirit's strong, I know.

*Pe-pin-a-wa:*

Nay, Chief, put not this burden on my back.  
I am afraid, of something I do lack.

*Keneu:*

The task is great. I know not whom to call.  
Ne-ka, 'tis you I next do chose. Go out  
And conquer him.

*Ne-ka:*

You ask too much, great Chief.  
My spirit's weak; I fear me I would fail.  
Upon another one, pray place this task.

*Keneu:*

What shall I do? I fear we all do lack  
Some one of these requirements you give.

Yet something must be done; we cannot let  
This Lord depart without at least one try  
Upon his strength.

I will not choose. Let him  
Who dares, this Spirit meet; and may he win.  
*A slight pause.*

*Manabozho:*

Since none do choose to wrestle with this Lord,  
Let me try out his strength, and see which is  
The stronger man. I do not claim that I  
Have greater courage, but since the Lord of Life  
Has sent this Spirit here, 'twere ill to say  
We dare not meet with him.

This blessing comes  
Not only to us gathered now, but for  
The good of all mankind. Lead on; I follow.

*Mondamin:*

At last, a man who dares for good of all.  
I know your mettle; come, we'll go to wrestle.

*Manabozho and Mondamin depart into the forest.*

*Keneu:*

As Manabozho goes to wrestle with the  
Spirit of the Corn, let us aid him in  
His struggle; let us help to make him strong.

3.

*Chorus: His Strength Is Great; His Spirit Strong—Indians.*

His strength is great; his spirit strong;  
His heart is true; his courage brave.  
And none can stand against him long,  
When he does fight our food to save.  
Our tribal honor was at stake;  
He could not see it lightly fall;  
Alone he then did boldly take  
This noble task for good of all.  
So he will launch into the fight,  
And straight and strong and true will smite.



His strength is great; his spirit strong;  
 With him none other can compare;  
 This noble strife will not be long;  
 His boasting foe he will not spare.  
 We have no fear that he will fail;  
 At heart he knows his cause is good.  
 And nought against him can avail,  
 When he does fight within the wood.  
 So he will launch into the fight,  
 And straight and strong and true will smite.

*Keneu:*

Ne-ka, look you and see how goes the fight.  
 I do know that he will win; yet 'tis hard  
 To quietly stand by, not knowing how  
 This battle fares.

*Ne-ka:*

I dare not go, great Chief.  
 There's something holds me back; I know not what  
 It is.

*Pe-pin-a-wa:*

They come; I see them in the wood.  
 Manabozho's strength has won, and he leads  
 Him to use here.

*Manabozho enters the clearing holding high over his head  
 a golden ear of corn. Mondamin follows slowly.*

*Indians:*

Praises Manabozho.

*Keneu:*

Now tell us all how you did win the fight.

4.

*Song: Manabozho's Wrestling—Manabozho and Indians.*

*Manabozho:*

Faint and weak from fasting came I  
 Forth into the verdant forest;  
 At first touch, I felt new courage  
 Throbbing, singing, for the contest;  
 Felt new life as we engage.

*Indians:*

Praises to thee, Manabozho.  
 Praises for thy glorious deed.  
 Now this wondrous food we'll sow,  
 Blessing thee with every seed.

*Manabozho:*

Round about me spun the landscape;  
 Sky and forest reeled and staggered,  
 And a hundred suns seemed shining;  
 Rushing winds, I loudly heard;  
 In my head a din was chiming.

*Indians:*

Praises to thee, Manabozho.  
 Praises for thy glorious deed.  
 Now this wondrous food we'll sow,  
 Blessing thee with every seed.

*Manabozho:*

Suddenly upon the greensward,  
 All alone I panting stood;  
 Conquered he did lay before me.  
 Then from him I took the food  
 Which the Lord of Life did give thee.

*Indians:*

Praises to thee, Manabozho,  
 Praises for thy glorious deed.  
 Now this wondrous food we'll sow,  
 Blessing thee with every seed.

*Keneu:*

We do thank you, Manabozho, for this  
 Glorious food you bring.  
 Now we must do  
 Our sowing that the harvest we may reap;  
 The golden, glowing harvest that will keep  
 Us from all want.

*To Ne-ka.*

Ne-ka, go you and bring  
 To us a little of our Mother, Good —  
 The Earth.

*Ne-ka departs into the forest—To Manabozho.*

And what becomes of him whom you  
 Have conquered?

*Mondamin:*

As I did promise, I shall  
 Remain to watch and guard my food for you.

*Ne-ka returns with a small quantity of earth which he places  
 in the center of the clearing.*

*Manabozho:*

And now does come the planting of the corn.

*Manabozho places a few seeds of corn in the earth at the  
 center.*

5.

*Finale: The Planting of the Corn—Manabozho and Indians.*

*Manabozho:*

Our blessings go with you, dear seeds;  
 Our faith and hopes are with you, too;  
 So grow, and meet all of our needs,  
 While sun and rain come down to you.

Then grow a tall and waving plant,  
 With golden ears upon your stem;  
 And we shall guard you vigilant,  
 Until we greet you radiant gem.

*Indians:*

Grow tall, grow strong; grow, little plant,  
 Grow swiftly, for the harvest nears;  
 Then we shall find you radiant,  
 And bright with many shining ears.

Upon your head a diadem,  
 Of glorious golden color;  
 And long, brown leaves shall deck your stem,  
 Until the harvest time is o'er.

So grow, little plant, grow tall and strong,  
 Through all the long, hot, summer days;  
 While we protect you from all wrong,  
 Until your corn its gold displays.

*(To be concluded in October Journal.)*



# ARITHMETIC FOR THE GRAMMAR GRADES

## SOAP-MAKING AND SOME MATHEMATICAL PROBLEMS SUGGESTED BY A TRIP THROUGH A SOAP FACTORY

By FRANK M. HAYES

Principal of Deat High School, Cincinnati, Ohio

A VERY effective lesson or series of lessons can be gathered from the subject of soap-making, giving much interesting information and furnishing real concrete problems. The pupils should have in class cakes of Lenox and Ivory soap, and should weigh them and know their cost.

In olden times soap-making was very generally one of the household industries, just as spinning and weaving had been at a still earlier period. Many people can still remember when the periodical soap-boiling was one of the yearly events of the family.

Now this industry is left entirely to the large manufacturer, who does it on a scientific basis, and the product is far better and much cheaper. Soap is made of oil or fat, lye and water. The illustration given at the top of this page represents a vat or kettle in which the oil is saponified. There are several of these large kettles, which are so deep that they reach through three stories of the factory building.

The materials are all put into the kettles by means of big pipes, but the quantities are just as carefully measured as though only one pound of soap was being made. These kettles hold many tons of material, and the solutions are boiled in them by steam. After the solution has begun to saponify, many pounds of salt are shoveled into it. This does not affect the solution in any way, save to carry out all the impurities and make it clear.

Ivory soap is 99.44 per cent. pure, and salt is one element that helps to make it so. After the salt has purified it, the solution is still curdy, stringy or fibrous. If allowed to cool in this condition, the cakes would be rough in appearance. While still hot it is pumped into a shallow tub called a "crutcher," where it is stirred with paddles until it is very smooth. This crutcher is built upon a platform, and a frame on wheels, with detachable sides, is run under it and filled through a pipe.



KETTLE OR VAT IN WHICH OIL IS SAPONIFIED.

The second illustration shows a frame filled with soap ready to go to a cooling room. A single large kettle, as first described, has a capacity of about 300,000 pounds of soap. Here are some problems that might be suggested:

(1) If one of these frames holds 400 pounds of soap, how many frames will be required to hold one kettleful.

(2) If soap is packed into boxes holding 60 cakes, each weighing 1 pound, how many such boxes will a kettleful make?

(3) If the soap is sold for  $3\frac{1}{2}$  cents a cake, how much money is the kettleful worth? How much money is a box of 60 cakes worth?

(4) If the space required for one of these frames is 20 inches wide and 4 feet long, how much floor space will be needed to store all the frames necessary to hold one kettle of soap?

(5) If the inside dimensions of these frames are 18 inches wide, 3 feet 6 inches long and 3 feet high, how many cubic feet of soap will they hold?

(6) If they hold 400 pounds, how much will a cubic foot of soap weigh?

After the frames have stood in the cooling rooms for two days, the soap cools to a white solid block. The sides of the frame are then detached and a firm, solid block of soap is ready to be cut into small commercial cakes, familiar to every consumer.

This block is taken to a simple machine which consists essentially of a strong frame with piano wires tightly stretched across it and adjusted with extreme exactness. The wires must be very carefully adjusted, for a slight error here would be multiplied many fold. By means of a lever the machine forces the block of soap through the frame, and the piano wires cut it into slabs of exactly the same thickness. When the block of soap cools in the cooling room, the top of the slab settles in the middle and is "dished." This causes the top slab of every block to be of uneven



CUTTING BLOCK OF SOAP INTO STRIPS.



thickness, and it is not finished up, but is taken back and melted over. The block then makes 15 good even slabs of soap. Problem:

(1) Remembering that the whole block weighed 400 pounds, what will be the weight of one of these slabs [approximately] if the top slab weighed 15 pounds and was taken back for remelting?

(2) How many cubic inches of soap in a slab if the wires were  $2\frac{1}{4}$  inches apart?

(3) How many bars of soap will a slab make if a bar of soap contains 30 cubic inches?

(4) How many bars of soap can be made from the 15 slabs of the block?

The slabs then go to another machine, similar to the first, except that the wires run up and down and cut the slabs into strips. Then these strips are sent through another machine, where they are cut into cakes. Every cake of soap cut must be tested. Twelve bars are placed on the scales, and must weigh 9 pounds. A record is kept in a book of each weight. In this way they can detect the very minute a wire is crooked, and so immediately correct the fault in the cutting apparatus. Problems:

(1) In one of the former problems we found out how many bars a slab would make. Counting 12 bars to weigh 9 pounds, find out how much a slab would weigh. Compare this with your former weight of a slab.

(2) If a mistake should occur, so that 12 bars weigh  $9\frac{1}{2}$  pounds, how much weight would be lost on one block? How much on a kettleful of soap?

(3) Counting 35 bars to a slab, how many bars could be made from a block? If two men could cut 90 blocks into small cakes in one day, how many cakes could they make from them?

(4) If these cakes were sold at the rate of three for 5 cents, what would be received for them?

These cakes next go to a machine where they are pressed into a mold. Only toilet and fancy soaps are molded. The capacity of one of these molding machines is 100,000 cakes per day. When the cakes drop out of the molding machine they fall on an endless belt, and two careful inspectors stationed here pick out all defective cakes. Problems:

(1) If the molding machine stamps 100,000 cakes in 10 hours, how long would it take to stamp the cakes from one block? How long to stamp one kettleful of soap?

(2) If the operator of this machine earns \$3 per day, how much does he receive for stamping 1000 cakes?

(3) If a box of Ivory soap contains 60 pounds and each cake weighs 6 ounces, how many cakes are in the box?

The upper picture on the second page represents girls who wrap up the stamped cakes. The endless belt con-

tinues along between a double row of girls, and they take off the cakes and wrap them in paper and place them in boxes. These girls are paid by the box, and it depends on the number of boxes they can wrap as to what their wages will be. Numerous problems could be made from this branch of work, which will suggest themselves to the teacher.

From the wrapping-room the boxes go to a machine, where the lids are nailed on. A keg of nails is dumped into the machine, and the box is put in place by the operator. By pulling a lever the machine is made to nail the lid on at one stroke. Here also a great number and variety of problems could be given. For example:

(1) If a pound of nails will fasten the lids on eight boxes, how many boxes will be nailed in consuming a keg of nails?

(2) If a man could nail a box in three minutes, and this machine could nail a box in one minute, how much could

be saved in one day if the men earn \$2.50 per day?

(3) If the machine costs \$1800, how long would it take to pay for the machine with the money that was saved in wages? Etc.

From the nailing machine the boxes run down a slide to the storage building, where they are taken off by men and piled up to await orders. More interesting problems could be gotten here. For example:

(1) The boxes are hauled on trucks, which hold three boxes in width, four in length and are piled about four high. How many boxes make a truck load?

(2) If each box weighs 60 pounds, how much does a truck load weigh?

(3) A freight car will hold about 800 boxes of soap. Counting each box 60 pounds, how many tons on the freight car?

(4) The weight of a truck load is what per cent. of a car load?

(5) The freight rate to a certain city is \$1.80 a ton. How much will the freight on the above car cost?

(6) If the company makes a gross profit of 50 cents on each box, how much profit will they have on this car after the freight is deducted?

(7) If an average truck load is 35 boxes, how many truck loads will fill a car?

(8) If a wholesale grocer bought this car load for \$3500 and wants to make a

profit of  $12\frac{1}{2}$  per cent., for how much must he list it so that he may give  $16\frac{2}{3}$  per cent. 10 and 5 off?

Many more problems could be made than what the writer has given. If there is sufficient time, each different stage of the work will make a day's lesson.

N. B.—The writer is indebted to the Proctor & Gamble Company for the illustrations and other information concerning their plant. The paper was originally written to illustrate a "mathematical excursion."



WRAPPING CAKES OF SOAP.



SHIPPING THE FINISHED PRODUCT.



# HOME AND SCHOOL LEAGUE

## ORGANIZATION IN WORCESTER COUNTY FOR IMPROVING RELATIONS BETWEEN PARENTS AND SCHOOL SYSTEM

By E. CLARKE FONTAINE

Principal High School, Pocomoke City, Md.

IN this twentieth-century age, when the necessity and value of co-operation is manifest in almost every phase of our American life, it seems a strange commentary on our modern, enlightened ideas of public education to observe that the home and the school not only are rarely seen in co-operation, but are generally in conflict with each other. Yet a second's thought is sufficient to convince one that this is not an exaggerated statement. Strange but true it is that the two people most vitally interested in the manufacture of a certain product—the parent and the teacher rarely, if ever, get together to discuss ways and means. It would seem that the problems of the parent and those of the teacher have little in common, as each goes his own way intent on his own business, seemingly oblivious of the truth that the ideal in the mind of both is the same. In the old days—when the teacher “boarded around,” coming in direct touch during the course of the school year with a majority at least of the parents of his pupils—it was natural and common for the parent and teacher to have frequent consultations. This system, it is unnecessary to observe, had its disadvantages, but it is readily seen that in order to secure the best possible results from our labors and intimate knowledge of the home and social life of the child is necessary. The influence of the home reacts directly upon the intellectual and moral life of the child and consequently vitally affects his progress in his scholastic career. The teacher sees only one side of his problem if his knowledge of the child is limited to that which he can observe and discover during the few hours school is in session.

One other consideration points out clearly and forcibly the expediency of a closer union between home and school, viz., the need of a parenthood, especially a motherhood, intelligent and enlightened on present educational problems. Every public-school teacher is conscious of this need, and if he has thought on the subject at all and has had experience in public-school work, the damage and peril of an ignorant and largely unsympathetic parenthood must be painfully obvious to him at every step of his work, continually begetting hours of discouragement and the consciousness of futility of effort. I make this harsh, and perhaps it may be claimed unwarranted, statement in regard to our patron body purposely and advisedly, at the double risk of appearing pessimistic and of making it appear to the readers of this article that in my career of a public-school teacher I have had the misfortune of having to deal with a public possessing less than the average intelligence and consequently a proportionate overabundance of selfishness and narrow prejudice. Neither of which inferences would be correct. The collected testimony of a large number of teachers of my acquaintance indicates that the temper and disposition of the patron body varies in an inconsiderable degree. Every parent evinces a particular kind of narrow and selfish interest in the general activities of the school. Almost all are quick to give expression to this interest when their own special interests and desires are apparently antagonized. In the occasional clashes between teacher and pupil arising from insubordination and disregard of the rules and regulations to enforce order and discipline, also when at stated periods in the school year the child is weighed in the balance and found wanting, and his work during the term or session

proven to have been unsatisfactory and of a quality and nature insufficient to make him eligible for promotion—in these and similar crises our parents are aggressively alert in asserting themselves and manifesting their “interest” in school affairs. But in the display of that *broader* interest, in showing an earnest desire to obtain an intelligent conception of what the teacher is trying to do for the child day by day, so that harmony between parents’ efforts and teachers’ efforts may be to an appreciable degree realized, and, finally, in the exhibition of that larger spirit which arouses ambition to make the public school a power for good in the community, the *real* center of the community’s life as it ought to be, selfish desires and petty pride being subordinated to this end—in these things, I repeat, our public-school patrons are sadly deficient and greatly need enlightenment and a higher education.

What means, then, shall we teachers employ to remedy this double defect in our present system? How shall this twofold advantage be secured—a clear knowledge on the teacher’s part of the home life of the child and an intelligent conception by the parent of the school life of the child, so that the problem of the parent in the home and the problem of the teacher in the school may be mutually understood?

The answer to these inquiries is found in one word—*organization*—the word which comes near to spelling success in all the operations and undertakings of life. Let me suggest the organization at the opening of the school session of a Parents’ and Teachers’ Association, or, if you like a more inspiring name, a Home and School League, having as its fixed and stated object the establishment of a closer and more sympathetic union and a deeper sympathy between parent and teacher in their daily labor to promote the welfare of the child.

Special activities for promoting and insuring the practical efficiency of such an association will readily suggest themselves to teachers after the organization has once been effected. The following suggestions may perhaps prove helpful to interested teachers:

I. ORGANIZATION.—In organizing, keep in mind the adage, “Well begun is half done.” An auspicious beginning will go far toward insuring success and arousing that enthusiasm which is a fundamental requisite. Plans for this first move should be carefully worked out beforehand by the principal and his assistants. Notify the public through the local press at least two weeks in advance of the preliminary meeting. Supplement this by a circular-letter to the parents of every pupil in the school, giving date and place of meeting and explaining the general purposes for which it has been called. Make this letter brief, cordial and personal and in the form of an appeal to each individual parent to be present. Have ready for use in the meeting some good school music which may be rendered by the school choir or a chorus made up of some of the older pupils. Last, but by no means least in importance, a constitution and by-laws for the government of the new association should be prepared by the principal and his assistants. This work should be done at a faculty conference called a few days in advance of the meeting, at which all the aims and ends of the project are carefully deliberated and discussed.

These preparations being made, all that is necessary to



insure an enthusiastic and successful organization is a representative gathering of the patrons of the school and a tactful, earnest talk by the principal, who will, of course, at this important juncture, know what to say and how to say it. When this has been followed by brief remarks from a few representative citizens who are present, the business of organizing and discussion of the essential features of the constitution (which may be read by one of the teachers) may proceed.

The influence of the League upon the life of home and school will soon be apparent. I would mention for the purpose of emphasizing them two sections of our suggestive constitution—first, that pertaining to the regular meetings, and, second, that section providing for and specifying the duties of the various committees.

2. CONSTITUTION AND BY-LAWS.—(a) *Meetings*. The regular meetings of the League shall be held on the first Friday afternoon of each month during the school year at 2.30 o'clock in the *school building*. The program for each meeting shall be prepared by the officers of the League, who shall constitute the executive board.

(b) *Committees*.—*Visiting Committees*. There shall be a visiting committee, consisting of three patrons, whose duty it shall be to visit the school at least once a month. They shall inspect the work of the different grades and report the results of their investigations at the next regular meeting of the League.

In our section of the country parents seem rarely to think it expedient to visit the school. Too often they seem to prefer to get their school news and receive their school impressions from their children, which often results in trouble and misunderstanding. When parents *do* visit there is an evident sense of embarrassment not only on their part, but on the side of the teacher, which ends in a sigh of relief when the unexpected call is over. Visiting may be more common in our larger cities—in Baltimore, Wilmington and Washington. It is very exceptional in the counties, and this fact accounts for the embarrassment. Parents should be educated to the conviction that it is as much their duty to come in direct contact occasionally with the school life of the child as to attend religious services on Sunday.

*School Attendance Committee*.—It shall be the duty of this committee to obtain reports from teachers of pupils who are irregular in attendance or habitually tardy; to arrange personal interviews with the parents of these pupils with a view of ascertaining the real cause of these delinquencies, and, if possible, to remove them, so that the pupil's progress may not be further handicapped; also to obtain names of all pupils who have expressed their intention or who seem likely to "stop" school before completing the course, and to report these names to the League, to the end that *no stone may be left unturned to keep the child at school*.

In the light of existing conditions, in the fact of the large percentage of pupils whose education, so far as the public school is concerned, comes to a sudden end before

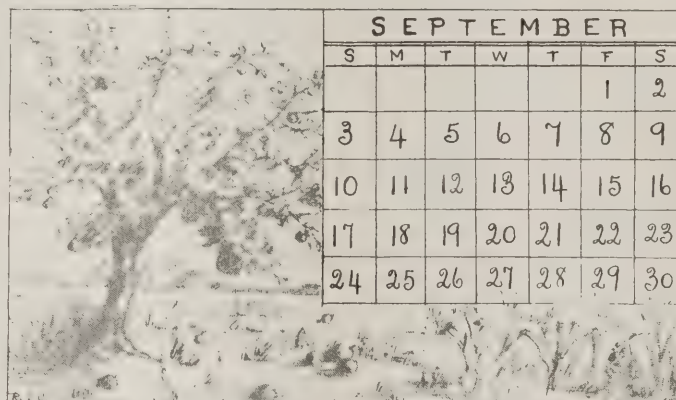
even beginning the work of the high-school grades, comment on the importance of this committee and on its potential usefulness to a community, seems unnecessary.

*Entertainment Committee*.—It shall be the duty of this committee to provide for the League once each month during the school year entertainment of an elevating, educational character.

The Lyceum Bureau fills the need which exists in every community, large or small—the need for an elevating, moral form of entertainment which the cheap theatrical company and the motion-picture show does not supply. With the support of the League behind it, a course of lyceum entertainments during the winter months can be made self-supporting in any community. A people's taste in matters of amusement and entertainment is a fairly accurate standard by which to measure their intellectual life. Before we are in a position to educate the child we must first educate ourselves. By "*ourselves*" I mean the entire community, its tastes, its cultures, its ideals.

I might easily go on to enumerate other means and devices whereby the usefulness of our Home and School League might be increased and its practical value to the community enhanced, but these will readily suggest them-

selves as specific problems and particular needs arise. A Mothers' Hour Committee, with stated meetings at the homes of its members, to study and discuss child problems; a Playground and Recreation Committee, to exercise some supervision over the amusements and social life of the child while out of school and to provide playgrounds where these are needed; an Improvement Committee, with a watchful eye over the physical and sanitary conditions of the school buildings and premises, arousing and crystallizing public sentiment, whenever deemed expedient, whereby a united effort may be made to secure through the Board



The golden rod is yellow,  
The corn is turning brown,  
The trees in apple orchards  
With fruit are bending down.  
—HELEN HUNT JACKSON.

of Education or other authorities needed improvements and additional facilities. These further activities are suggested mainly to give added force to the potential value of organized and harmonized effort and to indicate more clearly the untold inherent possibilities of an intelligent co-operative organization of home and school.

When the teachers of any school thus hold out the hand of fellowship to the fathers and mothers of their pupils, take them into their confidence and make them feel that they, too, are a vital and necessary factor in the educative process, encouraging results will not be long making themselves manifest. The parent will soon feel an increased sense of responsibility in the intellectual progress of the child, an awakened and wider sympathy with the efforts of the teacher, and a new and growing interest in the methods he is using to accomplish his ends.

Furthermore, the influence of the Home and School League will soon be apparent in the creation and rapid growth of what I may term "a healthy school sentiment," which will in course of time permeate the entire community. School enthusiasm, school spirit, a hearty public interest in all the school's activities, a laudable civic pride



to see the school assume a high rank among the schools of the State and the nation—surely sentiments of this kind are valuable assets to any community and cannot fail to react forcibly and favorably upon the life and progress of the school and be a constant stimulus for earnest, faithful endeavor to both teachers and pupils.

Finally, this coming in constant and close contact with the patron body for a common purpose will have a real influence on our own lives and personalities in revealing us to ourselves, in making us more democratic. It has been wisely said that the ethical end of education is *social efficiency*. The teacher far too often has been lacking in this *social* spirit himself, has been too far apart in spirit from the life of the community in which he moves, has been an isolated being, living and working alone in his own little world. Are we in a position to develop the socially efficient individual until we know, partly at least by *experience*, what are the requirements of *social efficiency*? We need as individuals and as a class to become broader, to be wider in our sympathies and less selfish in our tastes—in short, to learn more fully the real meaning of democracy. Let us set about it at once.

One point I neglected to mention in discussing the organization of our League. The president should be selected not from the teachers, but from the patron body. We have at the head of our League in Pocomoke City one of our successful business men, to whose wise and untiring efforts most of our success has been due. He possesses not only those large qualities of heart and mind which enable him to “see visions,” but also the determination and ability to make most of his visions come true. One such man can likely be found in every community, be it large or small. If not, all the more need for the people of that community to have such an organization as I have humbly tried to recommend in this paper.

## TRAINING THE TEACHER\*

DR. BROWN'S COMPARISON OF AMERICAN  
METHODS WITH THOSE ADOPTED IN  
GERMAN SCHOOLS

By EDWARD C. ELLIOTT  
UNIVERSITY OF WISCONSIN

The two characteristic and pressing problems of American elementary and secondary education, both public and non-public, are inadequacy of financial support and inefficiency of the teaching force. For public schools of every grade the first is a problem pre-eminently and distinctively American. We shall come nearer its solution only when politics and property are made to contribute to the real social vitality of our democracy rather than to diminish the force with which our organized larger life operates. We shall have to employ our own wits in devising ways and means for the effective stimulation of the central financial system of the educational organizations. Our foreign friends will be able to assist us but little, either by precept or example. Concerning the second problem, on the other hand, we have much to learn, especially from the Germans. In a vague general way the controllers of our educational policies have recognized this for several decades, but the learning has gone on in a very indifferent way. Fortunately for their education, the Germans were able to solve the problem of the training of the teacher before being obliged to attack the more complex financial

difficulty. From the very beginning all that we have accomplished in education has been conditioned beforehand by financial circumstances. This fact may, and undoubtedly does, in large measure, account for our apparent disinclination to profit by the experience of other people in the development of educational efficiency.

Dr. John Franklin Brown's recent book is a creditable effort to awaken a new interest in training teachers for what is certainly to be the key school of America—the high school. He purposes, “first to describe as concretely as possible the standards and institutions which exist in Germany today for the training of teachers in the higher or secondary schools, giving enough of their history to show their evolution during the past century; second, in the light of Germany's experience, to discuss a standard and a plan for the training of teachers in American high schools.” As an exchange teacher of English in the *Oberrealschule* of the *Franckesche Stiftungen* at Halle, in 1909, the author has had an extraordinary opportunity of studying the teacher situation under most favorable conditions, and what he has written is conclusive evidence that he utilized his chance with real insight.

The first six chapters are devoted to the training of Prussian secondary school teachers. The presentation of the plans of certification, the description of the scheme of training and the discussion of the status of the German teacher contain little that is not already familiar to students of foreign educational systems. The translations, from Fries, of the rules of the examinations for teachers and of the regulations for the practical training of candidates are valuable and timely.

The second half of the book is concerned with a general description of certification and training of American secondary school teachers. One cannot say that this has been done so as to cause either the weaknesses or the strengths of the American practices to stand out. Bluntly speaking, only the gross and the superficial elements of the problem are touched upon. The question of the professional standards for the training of teachers cannot be divorced from the questions of the general social situation and the reactionary economic influences. The problem of today in the training of high-school teachers in the United States is chiefly a problem of the training of women. With all its merits and evidences of painstaking work, it is to be regretted that Dr. Brown did not grapple with the more fundamental factors influencing the efficiency of our high-school teachers. Sex, tenure, salaries are vital and not academic issues. He has given us a careful description of the externals of teacher training, but he has not helped us to solve our problem from the inside.

## YOUR EYES\*

Your eyes are worth more to you than any book.

Your safety and your success in life depend on your eyes; therefore take care of them.

Always hold your head up when you read.

Hold your book fourteen inches from your face.

Be sure that the light is clear and good. Never read in a bad light.

Never read with the sun shining directly on the book.

Never face the light in reading.

Let the light come from behind or over your left shoulder.

Avoid books or papers printed indistinctly or in small type.

Rest your eyes by looking away from the book every few moments.

Cleanse your eyes night and morning with pure water.

\*The Training of Teachers for Secondary Schools in Germany and the United States. By John Franklin Brown. 330 pp. \$1.25. The MacMillan Co., New York.

\*These are the recommendations of the Committee on Children's Welfare Association of Women Principals, New York, and the Advisory Board of Oculists.



# ENRICHING THE CHILD'S VOCABULARY

PLASTER CASTS USED AS THE MEANS OF INCREASING THE STOCK OF WORDS OF PUPILS  
IN ELEMENTARY GRADES

By HARRIET CARTER

State Normal School, Winona, Minn.



YOUNG MICHELANGELO.

From catalogue of Boston  
Sculpture Co., Melrose,  
Mass.

and with it some phase of life which has been lacking hitherto."

If we can so easily make new words "ours forever," why not early teach the children this secret of mastering a rich vocabulary?

An endless variety of experiences gives children ideas far outnumbering the words they have through which to express them. This is the teacher's opportunity. If she seizes it, she will bring some of these varied experiences into the classroom and supply words to express the feelings and ideas aroused. When the word and the feeling for the words are united in the child's consciousness, the word has made its first impression, and if several opportunities are soon given to use that word, some children will have made it theirs forever.

A series of lessons that were given in a sixth and in a seventh grade illustrates one way by which this may be accomplished.

A cast of the statue "The Young Sculptor" was placed in the classroom the day before the first lesson. No reference was made to it except in answer to questions from the pupils. The statue represents Michael Angelo, when a boy of about twelve years, seated on a rough block of stone carving the head of a faun.

The lesson began with a few preparatory questions to whet the curiosity of the class so that each pupil might have some feeling about the boy represented. One question was, "How old do you think this boy is? Why do you think so?" When the pupils had all taken sides and considerable warmth of feeling had been stirred up in the discussion, the point of the first lesson was made by asking, "How many would like to have such a boy in our class?" "Why?" His good qualities were given as fast as the teacher could write the words on the board.

As the words were given the teacher frequently stopped to ask questions to bring out the ideas more completely for the benefit of pupils to whom the words were new. For example: "What shows that he is skilful?" "All show us, using a pencil, how he holds his chisel." "Why do you think he is artistic?" Then followed a further drill to help put meaning into the words by asking, "What words in our list describe the boy physically?" "What words tell about his character?" "What words help you

to know the kind of home training he had?" The vocabulary of the group is always richer than that of any individual in the group. So the list of words, though given by the class, contained some words unused or unknown by each pupil.

This is the list as it appeared on the board:

talented	clean
artistic	intelligent
energetic	skilled
ambitious	earnest
strong	obedient
well	steady
patient	contented
determined	industrious
happy disposition	agreeable
optimistic	sturdy
honest	enjoys work
healthy	enthusiastic

The next step was to give an opportunity to use the new words. Paper was passed, the words were erased from the board, and the teacher said, "Imagine this is a new boy in our school. Describe him as fully as you can."

This is one of the descriptions handed in by a pupil:

"THE BOY MICHAEL ANGELO.

"In our room at school there is a statue about three feet high. The statue represents a boy about twelve years old.

"The boy looks like an ambitious boy, and we enjoyed looking at him very much. He is a healthy boy, and is talented and skilled in sculptor's work. He does his work in earnest, and we can tell this by looking at his face. He holds his tools very skilfully for a boy, and has a happy look on his face as if he enjoyed the work. Although he seemed like a real boy, it was only the statue of Michael Angelo."

A few days later, when stories of Michael Angelo were reproduced, several of these words were needed and used to express the ideas.

Many pieces of statuary found in schools will serve as suggestive centers of interest for vocabulary work. Bonheur's "The Crouching Lion" is particularly well adapted to this work.

Pictures are always at hand. The best ones to use are those with one predominating figure or action, which can be easily understood and which strongly appeals to the feeling of the pupils. Eggleston's "Dawn" and "Washington Crossing the Delaware" both appeal strongly to the higher grades.

If, fortunately, a building is being constructed near the school, for weeks it will supply material for a greedy study of words, such as the names of tools, of parts of the building and of the materials used.

Much other available material, at hand in every school, will suggest itself to the teacher who is looking for it. The material that secures the best results is that which is tangible, as an object, a picture or pantomime.

The method must be one that arouses a lively interest and that, closely following the lesson, gives several opportunities to use the new words.

The number of words added to the pupils' vocabularies is in itself large enough to justify the time spent in the work, but the habit of looking for just the right word for an idea may be of even greater value.



# TOPICAL OUTLINE AND STUDY GUIDE

## HISTORY OF THE UNITED STATES: VIII—SLAVERY IN THE TERRITORIES: EXPANSION AND SECTIONAL STRIFE (1844-1859)

By J. MONTGOMERY GAMBRILL

Head of the Department of History and Civics, Baltimore Polytechnic Institute

NOTE: *The Outline and Study Guide* was prepared for the use of high-school classes, but can be readily simplified and adapted for grammar-grade work. It may also prove useful to grammar-grade teachers in planning and conducting their work.

[Continued from May.]

### 1<sup>1</sup> TERRITORIAL EXPANSION—ANNEXATION OF THE FAR WEST.

#### 1<sup>2</sup> Explorations west of the Mississippi (1820-1845).

##### 1<sup>3</sup> American Fur Trading Company.

##### 2<sup>3</sup> Long, Bonneville, Wyeth, Whitman, Frémont.

#### 2<sup>2</sup> Annexation of Texas (1845).

##### 1<sup>3</sup> Early attempts to annex; Tyler's efforts in 1843-1844.

##### 2<sup>3</sup> Arguments for and against annexation.

##### 3<sup>3</sup> As an issue in the campaign of 1844.

##### 1<sup>4</sup> Connection with the nominations.

##### 2<sup>4</sup> In the campaign.

##### 3<sup>4</sup> Outcome of the election; part played by the Liberty party.

##### 4<sup>3</sup> Annexation (1845).

##### 1<sup>4</sup> Legal procedure adopted.

##### 2<sup>4</sup> Provisions of the law.

#### 3<sup>2</sup> Policies of Polk's administration.

##### 1<sup>3</sup> Regarding new territory in the West.

##### 2<sup>3</sup> Tariff and finance (1846).

#### 4<sup>2</sup> Annexation of Oregon (1846).

##### 1<sup>3</sup> The conflicting claims.

Basis of American claims; basis of English claims; former claims of Spain and Russia, and how they were eliminated.

##### 2<sup>3</sup> History of the controversy; mode and terms of the settlement.

#### 5<sup>2</sup> The Mexican cessions (1848).

##### 1<sup>3</sup> Difficulties with Mexico (1845-1846).

##### 2<sup>3</sup> The Mexican war (1846-1848).

##### 1<sup>4</sup> Outbreak of hostilities.

##### 2<sup>4</sup> The Wilmot Proviso.

##### 3<sup>4</sup> Military operations.

Campaigns of Taylor; campaigns of Scott; invasions of California and New Mexico.

##### 4<sup>4</sup> Treaty of Guadalupe Hidalgo (1848).

Negotiations; provisions of the treaty.

##### 3<sup>3</sup> Question of an isthmian canal raised.

##### 1<sup>4</sup> Treaty with New Granada (1846).

##### 2<sup>4</sup> Clayton-Bulwer treaty (1850).

##### 4<sup>3</sup> The Gadsden Purchase (1853).

#### 6<sup>2</sup> Geographical features of the new territory.

#### 7<sup>2</sup> Principal leaders—views and influence of each.

### 2<sup>1</sup> THE QUESTION OF SLAVERY IN THE NEW TERRITORY.

#### 1<sup>2</sup> Gold in California (1848-1849).

##### 1<sup>3</sup> The discovery; methods of working.

##### 2<sup>3</sup> Conditions of life—social, industrial, political.

##### 3<sup>3</sup> Results.

#### 2<sup>2</sup> Organization of Oregon territory; provision regarding slavery.

#### 3<sup>2</sup> Election of 1848.

##### 1<sup>3</sup> Whigs, Democrats, Free-Soilers—candidates and attitude of each party toward slavery in the territories.

##### 2<sup>3</sup> Outcome of the election.

#### 4<sup>2</sup> Summary of the powers of Congress over slavery.

Find the section of the Constitution from which each of the powers claimed was derived.

#### 5<sup>2</sup> Various proposed settlements of the controversy over slavery in the new territory (1846-1849).

#### 6<sup>2</sup> The compromise acts of 1850.

##### 1<sup>3</sup> Slavery questions before the country (1849-1850).

Enumerate them and explain each fully.

##### 2<sup>3</sup> Clay's proposal—its general purpose.

##### 3<sup>3</sup> Disunion threatened; the Nashville Convention.

##### 4<sup>3</sup> Attitude of leading men: Clay, Webster, Calhoun, Toombs, Chase, Seward.

##### 5<sup>3</sup> Effect of President Taylor's death.

##### 6<sup>3</sup> Passage of the compromise measures.

##### 1<sup>4</sup> Provisions of the bills (outline fully).

##### 2<sup>4</sup> What general principle was adopted regarding slavery in the new territories?

##### 7<sup>3</sup> Supposed "finality"; election of 1852—parties, candidates, issues, outcome.

#### 7<sup>2</sup> Principal leaders—views and influence of each.

### 3<sup>1</sup> EXPRESSIONS OF NORTHERN HOSTILITY TO SLAVERY ON MORAL GROUNDS.

#### 1<sup>2</sup> Opposition to the enforcement of the new fugitive slave law.

##### 1<sup>3</sup> Mob violence.

##### 2<sup>3</sup> Secret aid to fugitives—the "underground railroad."

##### 3<sup>3</sup> State legislation; indirect attempts at nullification.

##### 4<sup>3</sup> Effects—in the North, in the South.

#### 2<sup>2</sup> *Uncle Tom's Cabin* and its influence (1852)

### 4<sup>1</sup> ATTEMPTS TO GAIN MORE SLAVE TERRITORY (1848-1854).

#### 1<sup>2</sup> Efforts to annex Cuba.

##### 1<sup>3</sup> Polk's attempt to acquire by purchase.

##### 2<sup>3</sup> Filibustering expeditions.

##### 3<sup>3</sup> The *Black Warrior* incident.

##### 4<sup>3</sup> The Ostend Manifesto.

#### 2<sup>2</sup> Filibustering expeditions in Central America.

### 5<sup>1</sup> SLAVERY IN THE OLD TERRITORY—QUESTION REOPENED IN THE LOUISIANA PURCHASE.

#### 1<sup>2</sup> Kansas-Nebraska Act—repeal of the Missouri Compromise (1854).

##### 1<sup>3</sup> The Nebraska bill.

##### 2<sup>3</sup> Douglas: personal characteristics; public experience; ambitions.

##### 3<sup>3</sup> Amendments; principles regarding territorial slavery that were embodied in the bill.



- 4<sup>3</sup> Public excitement; "Appeal of the Independent Democrats."
  - 5<sup>3</sup> Final passage; the vote in Congress and its significance.
  - 2<sup>2</sup> The struggle for Kansas (1854-1861).
    - 1<sup>3</sup> Rival emigration.
    - 2<sup>3</sup> The conflict: political struggle; armed violence.
    - 3<sup>3</sup> Part taken by Congress and by the President.
    - 4<sup>3</sup> The outcome.
  - 3<sup>2</sup> Reorganization of political parties.
    - 1<sup>3</sup> Effect of the Kansas-Nebraska controversy on the Whig and the Democratic parties.
    - 2<sup>3</sup> The American party (1854-1856).
      - 1<sup>4</sup> Organization and principles.
      - 2<sup>4</sup> Degree of success.
      - 3<sup>4</sup> Cause of its disintegration.
    - 3<sup>3</sup> Rise of the new Republican party (1854-1856).
      - 1<sup>4</sup> Circumstances leading to its organization.
      - 2<sup>4</sup> Elements that made up its membership.
      - 3<sup>4</sup> Principles and policies; leaders.
      - 4<sup>4</sup> Growth and degree of success.
    - 4<sup>3</sup> Election of 1856—parties; candidates; issues; outcome.
  - 4<sup>2</sup> Brooks' assault on Sumner; consequences.
  - 5<sup>2</sup> Principal leaders—views and influence of each.
- 6<sup>1</sup> THE DRED SCOTT DECISION (1857).
- 1<sup>2</sup> Outline clearly the case before the Supreme Court.
  - 2<sup>2</sup> What Constitutional questions were involved? How were they decided?
  - 3<sup>2</sup> If the full decision were accepted, how would the Republican party be affected?
  - 4<sup>2</sup> What was the substance of the dissenting opinion of two judges?
  - 5<sup>2</sup> On what grounds did the Republican leaders dispute the validity of the decision?
  - 6<sup>2</sup> Results.
- 7<sup>1</sup> THE LINCOLN-DOUGLAS DEBATE (1858).
- 1<sup>2</sup> Circumstances leading to the debate; personal characteristics, experience, and public position of each of the debaters.
  - 2<sup>2</sup> Subjects of argument; the Freeport Doctrine.
  - 3<sup>2</sup> Results.
- 8<sup>1</sup> JOHN BROWN'S RAID (1859).
- 1<sup>2</sup> John Brown; his characteristics and career.
  - 2<sup>2</sup> The Harper's Ferry enterprise.
    - 1<sup>3</sup> The plans; New England aid.
    - 2<sup>3</sup> Collapse of the attempt; fate of Brown.
  - 3<sup>2</sup> Northern attitude toward Brown.
  - 4<sup>2</sup> Effect of the incident on the South.
- 9<sup>1</sup> PROGRESS OF INDUSTRY, INVENTION, COMMERCE, AND TRANSPORTATION.
- 1<sup>2</sup> Commerce and transportation.
    - 1<sup>3</sup> Opening of Pacific trade; Cushing in China and Perry in Japan (1844-1854).
    - 2<sup>3</sup> General progress (1845-1860).
    - 3<sup>3</sup> American shipping; growing importance of the steamboat.
    - 4<sup>3</sup> Rapid growth of railroads (1840-1860); character of service furnished.
  - 5<sup>2</sup> Improved postal service.
  - 6<sup>2</sup> Beginning of express companies.
  - 2<sup>2</sup> The financial panic of 1857.
  - 3<sup>2</sup> Industrial advancement.
    - 1<sup>3</sup> Development of natural resources.
    - 2<sup>3</sup> New and enlarged industries.
    - 3<sup>3</sup> Changes in industrial organization and methods of conducting business.
  - 4<sup>2</sup> Progress of invention (1840-1860).
 

Work of McCormick, Howe, Goodyear, Morse, and Hoe; improved manufacturing processes; beginnings of photography; use of anesthetics; new applications of power and uses of machinery.
  - 5<sup>2</sup> The protective tariff of 1861.
- 10<sup>1</sup> SOCIAL AND INTELLECTUAL CONDITIONS.
- 1<sup>2</sup> The cities; improving conditions.
  - 2<sup>2</sup> Educational progress.
    - 1<sup>3</sup> The public schools.
    - 2<sup>3</sup> Colleges.
    - 3<sup>3</sup> Agricultural college land grant act (Oct., 1862).
    - 4<sup>3</sup> Conditions in the South.
  - 3<sup>2</sup> Progress of American literature.
  - 4<sup>2</sup> Changes in religious spirit and church organization.
- (To Be Continued.)
- 
- ## LESSON PLAN IN COMPOSITION
- ### PUBLIC SCHOOL BASEBALL LEAGUE USED AS A SUBJECT FOR DEBATE CONSTRUCTION
- By ETHEL SANDERS  
Cincinnati, Ohio
- WHILE the baseball season was at its height this lesson in argumentative composition on the advantages and disadvantages of the Public School Baseball League was given to an eighth grade. The subject-matter was developed as follows:
- Question*—Is the Public School Baseball League a good thing?
- The answer was a decided affirmative, especially from the boys.
- Why do you consider it a good thing?
- The reasons, as they were advanced by the pupils, were written on the board. Some were awkwardly expressed, and hence, before they were written, it was necessary to say:
- "Put that reason in as few words as possible."
- In the course of the conversation the word "argument" was used instead of "reason."
- The main arguments advanced by the pupils were:
1. Baseball is good exercise and good sport.
  2. Some boys are kept in school by their desire to be on the ball team.
  3. The game necessitates rapid thinking and quick action.
  4. It encourages school spirit.
  5. It develops team work.
- Suggest one topic which would include all these arguments in favor of the League.
- Several were suggested, but the class selected: "The Advantages of the Public School Baseball League."
- Do you know of any schools that do not belong to the League?



Why are they not in the League?

The pupils seemed to know that it was because the principals of those schools did not approve of the League. Here another view of the matter came before the class.

What shall this opposite side of the question be called?

The pupils answered: "The Disadvantages of the League."

What are some of these disadvantages?

These in like manner were written on the board:

1. Boys neglect school work to play ball.
2. Quarrels over decisions arise between schools.
3. There is some danger of players being hurt.

Thus the pupils saw that they might argue for or against the League.

Which side of the question has more arguments?

Are all the arguments of equal value and importance?

Which do you consider most important?

In arguments, what must be considered besides the number of reasons?

The class was told to think over the importance and the number of the arguments given.

Which view do you hold on this subject?

About two-thirds of the pupils favored the advantages and one-third the disadvantages. The children knew that our principal had hesitated about allowing the school to enter the League, so that fact was used as a motive for writing the composition. The pupils were told to select the side of the question they preferred and write with the aim of convincing the principal. The compositions were then sent to him to be read and criticised.

The best compositions on each side will be used as the basis of an oral debate, but the development of the debate will require another lesson.

## EVOLUTION OF THE RURAL SCHOOLS

SOME FORMS OF COMMUNITY WORK NOW BEING CARRIED ON BY AGRICULTURAL HIGH SCHOOLS

By **DICK J. CROSBY**

Specialist in Agricultural Education, Office of Experiment Stations

and **B. H. Crocheron**

Principal, Agricultural High School of Baltimore County

A FEW years ago the rural high school was merely a city high school set down in the country. It taught only the traditional subjects and found its chief function in preparing a few studiously-inclined pupils for college. It afforded no vocational instruction or training, and its teachers were able to perform their entire duty, satisfactorily, too, without exerting any particular influence upon or even coming into contact with those members of the community who were not enrolled in its regular classes. The school was in session five or six hours a day for five days a week during thirty or forty weeks of the year. Throughout the remaining hours, days and weeks it was closed and apparently forgotten.

Such schools prevail today, but they are no longer satisfactory; a new type of school is evolving and a new conception of the functions of the rural high school is growing. In the cities the establishment of technical high schools or units, affording vocational education in business methods and practices, in home economics and in the various industries, met with such immediate and hearty approval that the classrooms, laboratories and shops of these schools soon became crowded, while many vacant seats confronted the teachers in the classical and college-preparatory schools. In the country a like hearty approval has been given vocational courses in agriculture and home economics wherever these subjects have been introduced, and the experiment has gone far enough to demonstrate its practicability and to give unmistakable evidence of its popularity in terms of increased attendance and special state of appropriations for instruction in agriculture and home economics. Another indication of the popularity of such work is found in the tendency to speak of schools in which these subjects are definitely provided for as "agricultural high schools," and, indeed, the term is not inappropriate in the case of schools doing real high-school work and employing special teachers for these vocational subjects. It is with such schools that this paper will deal.

### SOME FORMS OF COMMUNITY WORK.

Some of the forms of community work now practiced in agricultural high schools are (1) work with farmers,

as winter lecture courses on agriculture, corn and potato shows, field and orchard demonstrations, home experiments, good seed distribution, seed and milk testing, preparing plans for buildings, and selecting and purchasing improved live-stock and farm machinery; (2) work with farm women, as afternoon or evening meetings and short courses at the school, house-to-house meetings, and home garden and poultry experiments; (3) work with young people, as short courses in agriculture and home economics, literary societies and nature-study clubs; (4) work with rural school teachers, as meetings for agricultural instruction, nature-study rambles, attendance at school fairs and rallies, and outline lessons in agriculture and home economics published in local educational journals; and (5) work with rural school children, as boys' agricultural clubs, girls' domestic-science clubs, summer vacation encampments, rural improvement field days and athletic field days.

All of these forms of community work have been carried on in various parts of the country by agricultural high schools or rural high schools with agricultural departments. Farmers' institutes and short winter courses for farmers and for their sons and daughters have been successfully conducted in connection with such schools in Maryland, Minnesota, Wisconsin, Virginia and elsewhere, usually with the aid of lecturers and demonstrators from the State agricultural colleges and experiment stations; numerous "corn shows" and "corn congresses" have been held; field demonstrations with growing crops are of quite general occurrence, and orchard-spraying demonstrations have been conducted in a number of places, notably in Maryland, Pennsylvania and Virginia; several schools have made purity and viability tests of seeds and butter-fat tests of milk and cream for their patrons, and at least one school in Minnesota has grown pure-bred seed corn and sold it to the neighboring farmers, and plans for buildings and advice concerning the purchase of live-stock and farm implements and machinery have in a number of instances been furnished by teachers of agriculture in these secondary schools. Not much of the work here sug-



gested for farm women and rural school teachers has thus far been attempted, but beginnings have been made, as will appear a little farther on in this article. Short courses for young people, nature-study clubs, boys' agricultural clubs, girls' domestic-science clubs and summer vacation encampments have all been tried and their worth has been fully demonstrated.

#### COMMUNITY WORK OF BALTIMORE COUNTY AGRICULTURAL HIGH SCHOOL.

The methods to be employed in any given school must be judged by local conditions. A typical procedure is that of the Agricultural High School of Baltimore County, Maryland. This school has been in operation only one school year, but it has already carried on at least one type of work with each class of people in its neighborhood. As a result, the people are frankly and heartily interested in the school and already regard it as one of their best possessions. The school is a small high school, maintained by county school funds. It is thus an integral part of the school system of the county. It is located out in the open country, not adjacent to any town or village, but near a station of the railroad over which many of the high-school students travel to and from school daily. Four elementary schools, totaling 90 pupils, were consolidated in two classes which meet in the high-school building. The high-school department had in the first year 50 students. School wagons and private conveyances bring many whose homes are not adjacent to the railroad. The school has seven acres of ground and a good granite building which contains five classrooms, the two largest of which can be converted into a hall for meetings. It will seat 300. There are three laboratories and a farm-machinery room in the basement. The school has its own heating, lighting and water-supply systems. It teaches all the usual high-school subjects, except foreign languages, and, in addition, agriculture, home economics and manual training.

The community work started almost as soon as the regular classes. The first work undertaken was a series of monthly meetings for rural-school teachers. The meetings were not successful. Transportation facilities were bad for those teachers coming from a distance. One teacher wrote that she could not get a horse to drive, and although she would gladly walk the 10 miles each way necessary to reach the railroad, she could hardly do so and catch the 6 o'clock train for the school. Others did from their slender salaries hire teams and a driver and then came 20 miles across country to attend the meetings. These could hardly be expected to keep that up indefinitely. Then, too, the weather combined to make conditions as bad as possible. One teacher came 30 miles to attend a meeting when the air was blinding with snowflakes and the drifts were knee-deep. She ought not to have come. Ultimately the principal felt sorrier for those rural teachers than he did for the lack of agriculture in the schools, so ceased holding meetings in the winter months. Another plan will be devised next year.

#### EVENING LECTURES FOR FARMERS.

A course of ten evening lectures for farmers was projected during the winter months. The school could not give a short course of any description during school hours because there were not teachers enough. The solution appeared to be a course of evening lectures, although there did not seem to be any definite demand for such a thing. Those who were asked if such a course would succeed said they did not know, or else that "maybe they would attend once or twice." It was decided to make the attempt, although the principal, who was to be the lecturer, was seriously advised to limit the projected course



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to five instead of ten lectures, because then a failure would not be so disastrously apparent.

It was decided to lecture on "soils and fertilizers," not that the principal knew more of that than of other branches, but because the people seemed to know less and wanted the information. A new issue of posters was printed setting forth the time, date, place and subject of the lectures, and these were placarded all over the county. The lectures were to be illustrated by experiments continued throughout most of the course. Although alphabetically simple to the chemist, physicist and soil technologist, the experiments vitally interested the people. Those lamp chimneys and Bunsen flames hypnotically held those in attendance while the talks went on.

Outlines for each lecture were made by mimeograph and distributed to each person. The audience was requested always to bring the previous outlines to the lectures for reference. The evenings were understood to be serious affairs, designed for those who wanted to know, and not as an entertainment for the curious. As projected, they were for men, but the women asked to be allowed to attend, and many did so throughout the course. The first lecture was attended by 60 persons, the second by 90, the third by 100, and so on. For the entire course, during good weather and bad, the attendance averaged 125 persons for each lecture, and this in an open farming country where practically everyone had to drive through the dark over ice, snow and slush. There was no doubt about the success of this undertaking. At a spring meeting of a farmers' club a question was asked about the advisability of a certain soil treatment. At once came the answer from another farmer:

"If you had attended the lectures last winter at the agricultural high school, you would not have to ask that; you would know!"



## CORN CONGRESS.

After the close of the course of lectures a "corn congress" was planned, corn being one of the chief crops of the county. Nothing of the kind had ever been held in the State before, but therein lay its charm. The affair was to last two days, with morning, afternoon and evening sessions each day. Speakers were secured from the United States Department of Agriculture and from the Maryland State Agricultural College and Experiment Station. Twelve speakers, some of the best in the country, were engaged for the series of six sessions. All the addresses were to be directly on corn growing and cooking, for the women, too, were to have addresses and demonstrations. Posters were issued, printed in red on white paper—the school colors—and all persons, clubs, granges and schools, were invited to enter exhibits of 10 ears of corn in the show.

It was pointed out again to the principal that there were only enough persons in the neighborhood to make one good-sized audience, and that while they might attend a single session they would not come to more. The result would thus be that either all would attend the best advertised address and leave the others to be given to empty seats, or else that there would be only a few people at each session. The outcome was different, for all sessions were well attended. People came and stayed throughout the two days, only going home to sleep. In all, over 180 exhibitors each sent in 10 or more ears of corn and almost 1000 persons attended the sessions. Twenty rural schools held small preliminary shows of their own and sent the best exhibits to the corn congress. Simultaneous meetings in different parts of the same building were held for men, women and children.

Meals were served at a lunch counter by the ladies of the women's club, who again came to the aid of the school. The proceeds of this went to the school. For the corn show only ribbon prizes were awarded, although the city stores would have been willing to contribute cook stoves, carpet sweepers, washing machines and like articles for prizes. At the close of the last session the prize exhibits of corn were sold at auction to the highest bidders. By this means good seed corn was distributed throughout the neighborhood. The corn congress was a success. Everybody began planning for a bigger, better and busier one the next year.

## SHORT COURSES FOR WOMEN.

For the women a series of monthly meetings was held on Saturday afternoons. Postal cards were sent out to 300 women living within driving distance of the school. The three school wagons were run over the regular routes to bring them to the meetings. Thus many women who would have been unable because of the farm work to secure a man and team to take them to the school were enabled to attend. The meetings opened by a general session at which one person spoke for fifteen minutes. This person was always someone of prominence and ability—someone vitally concerned in the world's work. This was followed by music. The musicians and speakers always contributed their services and usually came from the city.

Following the general meeting, the women divided into four groups, which were self-chosen and continuous throughout the year. At the end of each year the groups will change. The first group is for the study of domestic science. The women do not attend a demonstration, but each works with the individual equipment placed at her disposal. Nickel-plated cook stoves, bright pans and clean china added to the attractiveness of the work. It is the same type of study given the children. The second group does carpentry work in the manual-training room. The women are taught to saw, plane, hammer and do other

simple operations. It will not be necessary for those women to wait until their husbands find time to build the chicken coops. The third group is known as the group in home crafts. Instruction is given in chair caning, rug weaving, Indian basketry, stenciling, etc. The fourth group takes up a study of modern literature. It is designed for those persons who prefer to find in the meetings an opportunity for rest and enjoyment. Various modern authors are successively considered, with readings from each. The meetings have had an average attendance of 85 at each meeting, and are well filling the place for which they were intended.

## STUDENTS' HOME EXPERIMENTS.

During the summer the school conducts experiments on the home farms of its pupils. All boys in the high-school department are expected to perform at home the experiment of their own selection during the summer vacation. This is in order to bring the work of the school to the people at large, as well as to emphasize concretely the instruction of the winter in the mind of the student. The experiments, scattered over a territory 25 miles long by 5 miles broad, attract much attention among the neighbors and are an efficient demonstration of agricultural ideas.

The community work of the school has not proved of unusual difficulty, nor has it disclosed obstacles which make it prohibitive for any school anywhere. On the contrary, the work has proved easier than seemed possible and more successful than appeared probable. Many of the dilemmas conjured up by pessimistic advisers never materialized. From this experience it seems certain that every agricultural high school in the country—even those like this, with a small faculty, small funds and a small building—can make a success of community work.

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Since the appearance of the last issue of the JOURNAL in June a series of events has taken place in Baltimore city which bids fair to revolutionize the school system. Probably there would be no gain in denunciation at this time of Mayor Preston's action in dismissing three men of high standing, professionally and civically, because they refused to do his bidding instead of exercising their own judgment as members of the board, nor in condemning the action of the reconstituted board for dismissing (by a vote of five to four) Superintendent Van Sickle without charges or a hearing. These matters now lie in the past. It is entirely pertinent, however, to point out that Mayor Preston's radical action was accompanied by a statement on his part paying tribute to Mr. Van Sickle's ability as an educator and to the value of his work in building up a modern school system in Baltimore; that his Honor declared that the one reason for bringing about the removal of Mr. Van Sickle was the latter's inability to win the support and co-operation of the entire teaching force of the city, and that his dismissal was necessary in the interests of harmony. The hope was, therefore, indulged by the press, the enlightened public, and the progressive element in the school system that, notwithstanding Superintendent Van Sickle's dismissal, the good work he had done would be in large part preserved. Unfortunately, the actions of the board so far hold out little promise of such a policy, but rather inspire the fear that the structure which has been laboriously reared during more than a decade will be destroyed in a few weeks.

So far the new majority of the board has announced no constructive program whatever, nor even a definite statement regarding those features of the system which it wishes to destroy, although the general tendency is indicated clearly enough by the promotion of several of those

who have been most bitter and implacable in their opposition of the administration of Superintendent Van Sickle. But by far the most startling and alarming element of the new régime is the avowed intention, confirmed by their actions, of certain members of the new majority to conduct the affairs of the schools without first asking and considering the advice of professional educators. The new superintendent chosen by their votes is confronted with a peculiarly difficult and trying task, yet his first assistant has been appointed without asking him to express any choice of his own as to whose aid he wishes in the perplexing situation in which he finds himself. A principal of the City College was elected; then, within a few minutes, the board rescinded its own rule (under which a vice-principal is designated only upon nomination of the principal) and elected a vice-principal without consulting the wishes or opinions of the newly-chosen principal. Did the board have so little confidence in the man it had chosen (especially in view of the fact that he had been connected with the school for many years) that it did not believe him fit to choose his immediate subordinate in the management of the school? Did the board have so little confidence in the new superintendent just elected that it was unwilling to ask his judgment regarding his own first assistant? The deplorable significance of such actions is emphasized by the procedure in selecting a superintendent. The policy adopted was the provincial one of limiting the search to Maryland, and no attempt was made to obtain the advice of educators of national standing. In the case of Superintendent Cook of Baltimore county, one of the ablest and best-known educators of the State, it seemed obvious enough that he could have the position if only he would consent to accept it without imposing strictly professional administration of the schools as an unalterable condition.

If the school system of Baltimore is really to be run on this basis, not only will the good work of Mr. Van Sickle be wrecked, not only will progress of any kind be impossible, but the blundering management of a body of laymen meeting two or three times a month is bound to result in an utter demoralization which will make Baltimore the laughing stock of professional school people throughout the country.

As the JOURNAL has repeatedly pointed out, nobody except a few extremists advocates the policy of giving the superintendent *carte blanche* and making the board members mere dummies to do his bidding. Unlike law and medicine, the profession of education is carried on very largely at public expense and under the direction of public officials; it is right and proper, therefore, that a body of intelligent laymen, representing the lay public which pays the bills, should have general oversight and final authority in the management of the school system. To them the board of superintendents should make recommendations, explain the reasons for their proposed policies, and leave the final decision to the board. If the board selects a superintendent in whom it has confidence (and it commits a public crime if it does otherwise), it will certainly ratify his nominations and other advice in the great majority of cases, and when it ceases to have sufficient confidence in him to do this it should employ a new superintendent. It is certainly a shameful waste to pay the salaries of professional men if nothing is expected of them except the duties of ordinary executive clerks. In other fields this principle prevails. The hospital has its board of trustees made up of laymen; a bridge or a sewerage system or a



public building may be constructed under a board of laymen: but such boards would not think for a minute of undertaking the details of management except through skilled physicians or engineers (as the case might be), whose advice would be considered in every important particular, and even in the formation of the broader plans and policies.

The JOURNAL earnestly hopes that the majority of the Board of School Commissioners will, upon further reflection, perceive the appalling consequences that must follow if their initial course is pursued, and be honest and public-spirited enough to admit their mistake and correct it while there is yet time.

\* \* \*

According to some of the newspaper accounts, certain persons who have shown a personal venom in pursuing

#### **SUPERINTENDENT VAN SICKLE**

Superintendent Van Sickle felt that in his dismissal they were at last revenged. If such is the case, they must by this time be badly disappointed, for the one person who has been highly benefited in every way by the whole proceeding is James H. Van Sickle. Even admitting everything that has been said regarding Mr. Van Sickle's personal peculiarities and limitations, nothing can obscure the credit for the splendid piece of constructive work he has done in Baltimore, where he has not only incorporated those features which are standard everywhere, but has introduced elements that are distinctly professional advances which other cities are anxious to follow. The tribute paid him by the independent press of the city and by the Reform League and other organizations must be gratifying in the extreme. Best of all, from his point of view, must be the recognition of his efficiency and standing as a national educator involved in his immediate election, before his dismissal took effect, to another position at the same salary, voluntarily raised by the School Board without a request from him. Springfield has for years possessed an admirable school system, and, in fact, has one of the progressive systems of the country. Mr. Van Sickle's career there will unquestionably be easier and pleasanter in every way than it has been in Baltimore. He has no cause for regret and every reason to congratulate himself upon the change.

\* \* \*

No argument is necessary to show that Superintendent Soper is confronted with a problem of extraordinary difficulty. His one hope of saving his

#### **SUPERINTENDENT SOPER.**

administration from utter impotency and humiliating failure is a dignified but firm and persistent assertion of professional principles and the ability to secure general co-operation from the teaching corps and the supervisory officials. Loyal support from all should be given the new superintendent in his every effort for maintaining a modern and progressive school system.

\* \* \*

It is fitting that a professional journal should pay tribute to the splendid public spirit that has induced General Riggs, Professor Froelicher and Mr. Rother, the three progressives who recently constituted a minority of the Baltimore City School Board, to remain at their posts. It is unquestionably a most pain-

ful experience for these men to see the school system so laboriously built up apparently ready to tumble about their ears, and it is only natural if they have frequently felt that they were making a useless sacrifice in remaining where they seemingly had no further influence. Yet, in standing for the right, in explaining to the public on each occasion the nature of the mistake that has been made, these men have performed a service of the highest value. We should have been glad to see them remain, but in view of the immense sacrifices they have already made and of their own opinion that it would be futile to remain, we do not blame them. Everybody who believes in clean, progressive, professional administration of the schools is grateful to these men for their work.

\* \* \*

With conditions that exist in Baltimore it is peculiarly fortunate the Training School is to begin the new year with such a principal at its head as

#### **THE TRAINING SCHOOL**

Frank A. Manny. Despite the splendid services of Miss Brooks, mistakes have been made in connection with this school that have seriously impaired its usefulness. Mr. Manny is one of the best equipped men to head a professional training school in the entire country, and if he is allowed a free hand, and his recommendations are respected, we are confident that a school of splendid quality and usefulness will be developed.

\* \* \*

In the June number we pointed out that the school system of New York city is also having a fight for life. The

#### **THE MENACE IN NEW YORK**

extraordinary provisions of the charter, pending before the Legislature, that provide for a paid board of education, have not only aroused a storm of protest in New York, but have evoked earnest warnings from educators all over the country. The following words from Mr. C. W. Bardeen, editor of the *School Bulletin*, express clearly this feeling:

"The only object of the paid board of education, as the proposed provisions show, is to substitute its authority for the authority now vested in the superintendents; in other words, to substitute the amateur for the expert; the theorist for the man who has tried; the lawyer, the merchant, the physician for men who have had equally long and severe training in the business of teaching. Mayor Gaynor would not think of proposing a judiciary board made up of leading public men who should dictate to the Supreme Court judge what his decisions should be, and yet the superintendents of New York are quite as expert in their subject and chosen quite as carefully as the justices of the Supreme Bench."

\* \* \*

The meeting of the Maryland State Teachers' Association at Braddock Heights during the last week in June was the most successful in its history.

#### **A SUCCESSFUL MEETING**

The new constitution adopted the preceding year and the admirable way in which the program was planned seem to have been the most influential factors in bringing about this result.



## HENRY WADSWORTH LONGFELLOW

### A COLLECTION OF REPRESENTATIVE POEMS FOR CLASS-ROOM READING AND HOME STUDY

Portrait and poems are reproduced by courtesy of Houghton Mifflin Company, authorized publishers of Longfellow's writings.

#### Autumn

Thou comest, Autumn, heralded by the rain,  
With banners, by great gales incessant fanned,  
Brighter than brightest silks of Samarcand,  
And stately oxen harnessed to thy wain!

Thou standest, like imperial Charlemagne,  
Upon thy bridge of gold; thy royal hand  
Outstretched with benedictions o'er the land,  
Blessing the farms through all thy vast domain!

Thy shield is the red harvest moon, suspended  
So long beneath the heaven's o'er-hanging  
eaves;

Thy steps are by the farmer's prayers attended;

Like flames upon an altar shine the sheaves;  
And, following thee, in thy ovation splendid,  
Thine almoner, the wind, scatters the golden  
leaves!

#### The Children's Hour

Between the dark and the daylight,  
When the night is beginning to lower,  
Comes a pause in the day's occupations,  
That is known as the Children's Hour.

I hear in the chamber above me  
The patter of little feet,  
The sound of a door that is opened,  
And voices soft and sweet.

From my study I see in the lamplight,  
Descending the broad hall stair,  
Grave Alice, and laughing Allegra,  
And Edith with golden hair.

A whisper, and then a silence:  
Yet I know by their merry eyes  
They are plotting and planning together  
To take me by surprise.

A sudden rush from the stairway,  
A sudden raid from the hall!  
By three doors left unguarded  
They enter my castle wall!

They climb up into my turret  
O'er the arms and back of my chair;  
If I try to escape, they surround me;  
They seem to be everywhere.

They almost devour me with kisses,  
Their arms about me entwine,  
Till I think of the Bishop of Bingen  
In his Mouse-Tower on the Rhine!

Do you think, O blue-eyed banditti,  
Because you have scaled the wall,  
Such an old mustache as I am  
Is not a match for you all?

I have you fast in my fortress,  
And will not let you depart,  
But put you down into the dungeon  
In the round-tower of my heart.

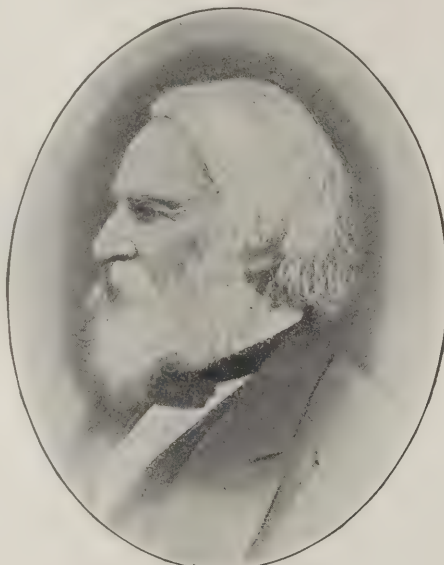
And there will I keep you forever,  
Yes, forever and a day,  
Till the walls shall crumble to ruin,  
And moulder in dust away!

#### The Arrow and the Song

I shot an arrow into the air,  
It fell to earth, I knew not where;  
For, so swiftly it flew, the sight  
Could not follow it in its flight.

I breathed a song into the air,  
It fell to earth, I knew not where;  
For who has sight so keen and strong,  
That it can follow the flight of song?

Long, long afterward, in an oak  
I found the arrow, still unbroke;  
And the song, from beginning to end,  
I found again in the heart of a friend.



Henry W. Longfellow

1807-1882

#### Daybreak

A wind came up out of the sea,  
And said, "O mists, make room for me."

It hailed the ships, and cried, "Sail on,  
Ye mariners, the night is gone."

And hurried landward far away,  
Crying, "Awake! it is the day."

It said unto the forest, "Shout!  
Hand all your leafy banners out!"

It touched the wood-bird's folded wing,  
And said, "O bird, awake and sing."

And o'er the farms, "O chanticleer,  
Your clarion blow; the day is near."

It whispered to the fields of corn,  
"Bow down, and hail the coming morn."

It shouted through the belfry-tower,  
"Awake, O bell! proclaim the hour."

It crossed the churchyard with a sigh,  
And said, "Not yet! in quiet lie."

#### A Nameless Grave

"A Soldier of the Union mustered out,"  
Is the inscription on an unknown grave  
At Newport News, beside the salt-sea wave,  
Nameless and dateless; sentinel or scout  
Shot down in skirmish, or disastrous rout  
Of battle, when the loud artillery drave  
Its iron wedges through the ranks of brave  
And doomed battalions, storming the redoubt.  
Thou unknown hero sleeping by the sea  
In thy forgotten grave! with secret shame  
I feel my pulses beat, my forehead burn,  
When I remember thou hast given for me  
All that thou hadst, thy life, thy very name,  
And I can give thee nothing in return.

#### Song

Stay, stay at home, my heart, and rest;  
Home-keeping hearts are happiest,  
For those that wander they know not where  
Are full of trouble and full of care;  
To stay at home is best.

Weary and homesick and distressed,  
They wander east, they wander west,  
And are baffled and beaten and blown about  
By the winds of the wilderness of doubt;  
To stay at home is best.

Then stay at home, my heart, and rest;  
The bird is safest in its nest;  
O'er all that flutter their wings and fly  
A hawk is hovering in the sky;  
To stay at home is best.

#### The Builders

All are architects of Fate,  
Working in these walls of Time;  
Some with massive deeds and great,  
Some with ornaments of rhyme.

Nothing useless is, or low;  
Each thing in its place is best;  
And what seems but idle show  
Strengthens and supports the rest.

For the structure that we raise,  
Time is with materials filled;  
Our to-days and yesterdays  
Are the blocks with which we build.

Truly shape and fashion these;  
Leave no yawning gaps between;  
Think not, because no man sees,  
Such things will remain unseen.

In the elder days of Art,  
Builders wrought with greatest care  
Each minute and unseen part;  
For the gods see everywhere.

Let us do our work as well,  
Both the unseen and the seen;  
Make the house, where gods may dwell,  
Beautiful, entire, and clean.

Else our lives are incomplete,  
Standing in these walls of Time,  
Broken stairways, where the feet  
Stumble as they seek to climb.

Build today, then, strong and sure,  
With a firm and ample base;  
And ascending and secure  
Shall tomorrow find its place.

Thus alone can we attain  
To those turrets, where the eye  
Sees the world as one vast plain,  
And one boundless reach of sky.



# PUBLIC SCHOOLS OF BALTIMORE\*

A CRITICAL STUDY OF THE REPORT OF THE COMMISSION APPOINTED BY THE BALTIMORE SCHOOL BOARD TO STUDY THE SYSTEM OF EDUCATION

By J. E. WALLACE WALLIN

Formerly Clinical Psychologist to the Skillman (N. J.) State Village for Epileptics

THERE are various reasons why this public document should be of unusual interest to educators, schoolmen, school administrators and school patrons throughout the country.

First, the recognized standing in the educational world of the members composing the commission: One the United States Commissioner of Education, recently elected to a university presidency; one a prominent university professor of education, and one an able superintendent of city schools, recently appointed State Commissioner of Education in an Eastern State.

Second, the nature of the circumstances leading to the creation of a unique commission. A widespread feeling of internal unrest, dissension or disharmony in the Baltimore schools, and a prolonged and acrimonious attack on the school system in the public prints, induced the Board of School Commissioners, by resolution of January 25, 1911, to employ a "commission of three disinterested persons to investigate and report upon the system of instruction now in force in the public schools of Baltimore City," in order to determine how far the "curriculum and methods of instruction now obtaining in our schools \* \* \* conform to the established standards in other large cities of this country." In compliance with this resolution, the above commission of outside "skilled and unbiased" educational experts, having been duly appointed, met for organization in Washington City March 7, 1911, and transmitted a report of its findings to the Baltimore Board of School Commissioners on June 1. This report is, then, I believe, the first report of a similar nature made to, and authorized by, a city board of education, by an unbiased commission of outside technical experts, and published under government imprimatur.

Third, while this report is thus unique, the conditions which called it forth—a spirit of unrest in our city schools, criticism, recrimination, and controversy originating within and without the system, and dissatisfaction with the results of the educational and administrative activities of the schools—are in no sense unique. The conditions obtaining in Baltimore have been duplicated, in varying degrees, in a considerable number of our large cities during the last quarter of a century, and are today mirrored in a number of large cities. This fact, in connection with the fact just noted—that the report is brought out as a government publication—gives it a nation-wide interest and significance.

The commission formulates, for the guidance of future commissions, a comprehensive *outline of topics* (eleven) which a general inquiry into a city school system should comprise, embracing the legal basis of the system; its financial support and management; its relation to the community economic and social conditions; the prerogatives and functions of the board; the scope and organization of the school system; its curriculum in regular and special day elementary and secondary, and evening and continuation, schools; its plant, material equipment, apparatus, textbooks, etc.; the discipline, training, instruction, testing, promoting, attendance enforcement, transportation, health supervision, etc., of the pupils; and the appoint-

ment, training, supervision, control, promotion, professional improvement, retention and financial rewards of the teaching force. Limitations of time made it impossible for the commission to report adequately on any but the following topics:

(1) The legal basis and financial support of the Baltimore schools.

(2) The character and adequacy of the system of educational supervision.

(3) The appointment, qualifications, efficiency, supervision and retention of the teachers, particularly the elementary teachers.

(4) The elementary curriculum, and general and special methods of instruction.

In order adequately to accomplish this educational survey, the commission made use of the following *methods* of investigation: First, a study was made of the *history* of the Baltimore school system. Second, information bearing on the *recent criticisms* of the system was secured, by means of personal interviews, conferences, hearings with citizens, the superintendents, the faculties of the training schools, principals and teachers, and written communications. Third, the members personally *inspected* and *visited* many of the schools, and observed the actual work in the classrooms. Fourth, a *comparative study* was made of the educational systems in from ten to thirteen of the largest cities of the country, by means of visits, the examination of published reports, and special inquiries. Fifth, the commission sat as a *court of review*, and accordingly expressed its own opinion on what is bad, good and indifferent in current tendencies and practices. The report, it is announced, is unanimous.

In the sketch that follows I shall attempt three things: (1) To summarize the factual findings of the commission in respect to those points which lie outside of the main topics of the report (namely, the system of supervision, the teaching force and its training, and the elementary school curriculum, pp. 48 to 91. These sections will be treated by other reviewers). (2) To state its criticisms or recommendations on these points. And (3) to evaluate or comment briefly on the commission's criticisms or recommendations as affects the points in question.

## A.—THE COMMISSION'S FACTUAL FINDINGS.

Under the present city charter (1908) the Baltimore *school system* is not an independent corporation, but a subordinate city department, administered just like any other municipal department. Its sites are purchased, and its buildings erected and repaired by some other than the school department—a practice that obtains in only four of the 18 cities in the country with a population above 300,000. No member of the school board serves on the board of estimate which prepares the ordinance of estimates. These must be passed by the first and second branches of the city council. The council has no authority to modify, except to *reduce*, the appropriations. All moneys are appropriated for specific purposes and cannot be transferred for some other use. Apparently as a direct consequence of this legal basis of the schools—the board of education being impotent to levy taxes or control its budgets—Baltimore's school expenditures are the lowest per capita of population of 13 of the largest cities of the country, save one. The per capita cost is \$3.32, which is

\*Report of the Commission Appointed to Study the System of Education in the Public Schools of Baltimore. By Elmer Ellsworth Brown, Ellwood P. Cubberley and Calvin N. Kendall. 112 pp. Government Printing Office, Washington, D. C.



.94 less than the average. Baltimore's expenditures for schools would be increased nearly \$515,000 if the appropriations were made equal to the average. Again, the cost of the elementary schools in Baltimore per pupil was \$18.71 as against the average of \$26.54 (for 10 cities), a deficiency of \$600,000. Again, 24 per cent. of Baltimore's total expenses were for schools compared with the average of 25.9 per cent.—a smaller proportion than obtained in eight of the other 12 cities. Only two of these cities spent smaller relative amounts than did Baltimore for the school system than for the police system. For every dollar spent for the latter, Baltimore spent \$1.47 for the public schools. The average ratio is \$1.00 to \$2.12. To maintain its municipal affairs in general Baltimore spent per capita \$13.29, or \$2.73 less than the average, being exceeded by 10 of the 12 cities. Raised to the average per capita basis of expenditure, \$399,000 would be added to the Baltimore schools.

With less money to spend, a *lower scale of expenses* for the maintenance of the school plant and the salaries of teachers was inevitable. While the commission found many modern school plants, numerous rented buildings, unsanitary and unsuitable, are being used for school purposes. Many other buildings were poorly lighted, ventilated or safeguarded against the dangers of fire. Likewise as affects teachers' salaries: the average cost per pupil amounted to only \$13.95, as against the average of \$20.36.

In respect to the *management of the schools*, an unpaid board of nine school commissioners is appointed by the mayor, who may remove any member at his discretion within six months of appointment or at a trial before him after the expiration of this interval. The appointments, however, must be confirmed by the second branch of the city council. In no other large city in the country where members are appointed by the mayor or by judges of the court is confirmation required by another body. The powers of the board are ample only "within the field not definitely assigned to other agencies." It is the "head" of the department of education and exercises the ordinary educational prerogatives of school boards.

The duty of the "*board of superintendents*" most prominently emphasized in the charter is the "examination of teachers and their nomination to the board of school commissioners for appointment or promotion." They supervise, inspect, report to the board and hold regular meetings. In case of disagreements at these they file majority and minority reports. But the superintendent's authority over the teaching body in matters of supervision is *advisory* or hortative, instead of mandatory as in most cities, thus leaving the principals, supervisors and teachers an unusual degree of independence, initiative and autonomy.

In respect to the *scope and organization* of the schools, the commission found a complete system of elementary and secondary schools, of special rooms (for backward and truant pupils), of "preparatory" (for supernormals) and manual-training centers; a system of medical inspection which made a decidedly favorable impression, and a student body which in the main was "industrious, studious, attentive, orderly, punctual, obedient and polite." It found an admirable attempt to adapt the course of study to each grade of ability (subnormal, normal and supernormal), and a system of semi-annual promotions. But it found inadequate provisions made for the modern type of vocational training and for the "wider use of the school plant."

It found that the actual *enrollment* of pupils had slightly fallen off since 1905, but that the ratio of enrollment to population is exceeded by only three cities of above 350,000. As regards the average number of days attended by each child and the distribution of the pupils

in the various grades, Baltimore ranked the lowest of the cities compared. It has the highest percentage of enrollment in the first four grades, and the lowest in sixth, seventh and eighth grades, and the lowest but three in the high schools. But conditions have recently improved in respect to the average attendance, the enrollment in the upper grades and the amount of retardation.

In regard to the *distribution of the school moneys* among the various branches of work in the department, Baltimore spent relatively *too much* of her limited funds for elementary schools, rent, textbooks, fuel and miscellaneous purposes; *too little* for salaries of teachers, normal, vacation, evening and special schools, general control, supervision of the elementary schools, salaries of janitors of elementary schools and supplies for elementary schools; and the *right proposition* for secondary schools.

#### B.—THE COMMISSION'S CRITICISMS AND RECOMMENDATIONS.

In view of, or possibly in spite of, the meager financial support given the Baltimore schools, the commission formed a "*decidedly favorable*" opinion of the system of education as a whole. It has wisely concentrated its inadequate funds on the "central core," the elementary and high schools. The trend under the new charter has "been unmistakably in the direction of improvement," and progress has been made in the face of unusual difficulties.

The commission deprecates the *bitter controversies* which recently have rent the schools, accentuated reactionary tendencies in the city and aroused personal animosities. It believes that "free and sustained discussion is better than spasmodic discussion in time of controversy," and therefore recommends that associations of societies of parents of pupils and other non-professional educational societies be formed to serve as wholesome channels for the deliberate and impartial consideration of school questions, and to act as unofficial advisers of the board. In line with this proposal, it feels that a general inquiry into the conditions of city school systems should be made at intervals of not more than ten or twelve years.

One of the radical defects in Baltimore is the inadequate financial support of the schools, particularly as affects supervision, teachers' salaries and the elementary school buildings. Since the schools are the bulwark of a democratic society, the "main reliance of modern society for the promotion of both private righteousness and devotion to the public good," they should receive generous support. Properly to discharge their manifold functions, city schools should receive from one-third to two-fifths of all the revenues for municipal purposes. Baltimore, in order to exercise no greater liberality toward her schools than the average city of her class, would have to increase her school budget by about \$600,000. At least \$25,000 more annually should be expended for supervision in the elementary schools, \$10,000 to \$20,000 for increase in the superintendent's force. The teacher training school, which stands at the apex of the system, should be adequately housed and manned by well-salaried first-class experts, and the salaries of the elementary teachers should be made equal to the salaries paid in cities of the Baltimorean class. All of the city's educational leaders should be chosen from the best available experts from the country at large.

The committee does not approve of the attempt to restore *corporal punishment* in the public schools, except as a measure of last resort in special schools for really insubordinate pupils. It believes that pupil insubordination simply represents "a state of unconscious protest against the traditional, bookish or conventional course of study," and accordingly recommends the establishment of special schools and industrial training courses as suitable and effective disciplinary measures for troublesome pupils.



It recommends that small unpaid *school boards*, composed of intelligent citizens deeply solicitous for the public good, and distinctly free from political or factional entanglements, should be selected from the city at large; whether by appointment or popular election it does not unequivocally say, although it inclines to the view that a city department of education should be an independent corporation instead of a subordinate municipal department, provided that non-partisan, honest members are elected from the city at large. It does not approve of the practice of requiring confirmation of appointive members by another body, because this renders it difficult to definitely place responsibility. The board should be a legislative body, empowered to determine questions of policy, oversee expenditures, control budgets, purchase sites and equipment and erect and repair buildings, determine on enlargements, adopt rules, and appoint all executive officers and clothe them with adequate authority. It should be independent of all other municipal departments, so that it may exercise its business and educational functions apart from political, factional or personal considerations.

The *superintendent* should be "clothed with authority commensurate with his responsibility." His autonomy as the chief educational executive should be recognized by the board so far as concerns the purely educational affairs of the system. In Baltimore the superintendent's arms should be strengthened; he should have more authority, more technical assistants, and the principals should be held more rigorously accountable to him. Differences with the educational staff should be threshed out in conference, and policies once decided upon should be faithfully and loyally carried out by the subordinates, whether principals, supervisors or teachers. Principals, supervisors or teachers who will not effectively co-operate with the central office should be dismissed. In Baltimore there is too much autonomy or independence given to the principals or classroom teachers, and a lack of sufficient individual responsibility and accountability. There is, accordingly, a lack of integration and unity in the system.

The commission regards some form of "indefinite tenure" of position for all teachers, principals and supervisors as preferable to life tenure or unstable tenure. It should be possible to dismiss a teacher at any time for serious offenses and at the end of the year for general inefficiency. But the system of trial or formal hearing in force in Baltimore makes it practically impossible to eliminate an inefficient or undesirable teacher.

The *training school* should be made a genuine social center for the students in training and the professional center for the teachers of the entire system.

#### C—THE WRITER'S EVALUATION OR COMMENTS.

The criticisms or recommendations of the commission impress me as very *conservative*, moderate and guarded. The commission apparently considered that its chief, if not its sole, duty was to tell the Baltimore public and board of school commissioners what to do to create a school system of *average efficiency*, one equal to the *average system* in cities of the Baltimorean class, rather than what to do to create the *best* system in the country. In so doing the commission probably adequately construed its delegated functions. This only illustrates the difference between such a commission as this and committees of investigation appointed by a chamber of commerce or a business corporation. Such committees would undoubtedly be sent forth to ascertain what are the *latest* and *best* current methods, devices, agencies, practices and organizations, instead of the dead-level averages. It would be content to know only about the superlatives, and it would strive to improve on even the best. This spirit permeates, I believe, our large manufacturing establishments, business corporations and higher institutions of learning, our

best universities and technical schools. None of these is satisfied with mediocrity. The atmosphere of each is vibrant with the din of untiring progress, and each is intent on "going the other one better" and becoming the *ne plus ultra* in its peculiar field. On such resolutions only will the spirit of industrial and educational progress genuinely thrive.

While, therefore, Baltimore has not been told by this commission what to do to make her schools the *very best* schools in the nation, she has had her attention directed forcibly to certain specific abnormalities or ailments in the system which stand as barriers of normal progress, and she has been told quite specifically how to proceed to make her schools equal to the *national average of her class*. So far forth the report merits emphatic commendation and wide acceptance. The investigation has been extremely well done under the limitations of time; the report is lucid; the recommendations are generally reasonably specific; they are based on well-recognized basic educational principles, and in most respects are thoroughly sound and in harmony with current enlightened educational thought and practice. There is nothing radical about any of the propositions laid down; most educators would accept them unhesitatingly.

There are, however, a few matters on which one may limit one's approval to qualified assent of the recommendations, or on which one may entertain a modified or a different opinion, or on which one could wish that the commission had taken an advance position and outlined a constructive policy for future educational advance in respect to certain phases of public school work which have been shamefully neglected in the past throughout the country. Limitations of space forbid any but a partial discussion of what we have in mind in the above statement.

The commission formed a "decidedly favorable" opinion of school medical inspection in Baltimore. Just on what this opinion is based is not stated—possibly on the mere outline of the work as contemplated, or on the excellence of a few examinations observed. The writer has on various occasions had opportunity to observe how promises in the medical inspection service outrun the living reality, usually because of inadequate provision for the work. It is inconceivable to him how a staff of five school physicians are able to examine "each child" (79,838 pupils) early in the school year and reinspect the children later in the year. It is evident from the table on page 100 that there are only three large American cities which have fewer medical inspectors on their staff (St. Louis, Buffalo and San Francisco), while Milwaukee has twice as many, Cleveland three, Cincinnati and Detroit five, and Pittsburgh six times as many, although all of these cities except Cleveland are smaller than Baltimore. The commission might very properly, it would seem, have recommended a substantial increase in the medical inspection staff.

Nay, more; it might very properly have suggested, on purely economic, if not humanitarian grounds, that the efficiency of this department, or of the division for the training of the subnormal child (special schools), or of the department in the normal training school for the preparation of teachers for defective or arrested children, could be materially increased by the employment of *psycho-clinical child examiners*. There is here no room to argue this proposition. Suffice it to say that all who are thoroughly familiar with pupil inspection work and with subnormal children will probably concede that the *medico-clinical* examination is merely one side of school inspection work; there are three other important phases—the sociological, psychological and pedagogical—all requiring expert study. Often when the *medical* inspector can find nothing the matter with the child, the skilled *psycho-clinical* examiner finds various psychical and psycho-physio-



logical abnormalities and deviations. Unless these are allowed for or corrected by appropriate mental and pedagogical treatment, we will continue to waste the public school funds with an all too lavish hand, and eventually society must become overburdened, as, indeed, it now is, with an army of misfits—a state of affairs for which the schools are themselves partly to blame through contributory negligence and the continuation of a system of crass empiricism in its pedagogical theory and practice. The educational misfits should be detected early in their school careers and receive corrective treatment before it is too late. Many abnormalities, once fixed, cannot be cured.

In line with the enactment of adequate prophylactic and orthogenic measures of this sort, attention may be called to *two other paramount needs in the public schools*.

First, every large system should have in its employ a *statistical expert*, to the end that accurate and up-to-date knowledge of the condition of the system may be available. There is no other modern corporation or organization of any magnitude that is conducted on such thoroughly unbusinesslike principles as the school systems of our cities. A factory conducted as a city school system has been run in the past would go into the hands of a receiver. One of the incidental, but not the least valuable, results of the statistical work would be to forestall or disarm such criticism as has latterly upset the Baltimore schools. In fact, its services in this respect would probably be superior to the work of such associations as the commission suggests should be formed in the cities for the continuous study of the needs and defects of the schools. The writer feels that the work of such associations could become more of a hindrance than a help, unless, indeed, they were strictly maintained on the high plane contemplated by the commission. There is no guarantee that they would. The writer has followed the work of similar city associations, societies or clubs, and has found their efforts in many cases positively pernicious. They have kept alive a feeling of unrest or animosity which has kept the schools in a perpetual turmoil. Often personal malice, spite, vindication or favoritism have been the ruling passions which have guided their deliberations. Nor does the writer feel that the plan to appoint a special commission to take a stock-in-trade of the schools every tenth or twelfth year offers the most effective means of keeping the schools up to the highest standards, desirable as such an expedient would be. Rather a stock-in-trade ought to be taken annually by regularly employed experts, accountable under law to the public, just as inventories are made annually by business corporations. Surely expert annual inventories are just as necessary in good school administration as in good business management. Periodical commission inquiries serve a useful purpose, but they should be made maximally unnecessary through a regular system of adequate official inspections, inventories, observations and reports.

Second, schools of education are professional or technical schools. To be made maximally efficient (as high-grade technical schools), they must assume and be empowered to assume the duties and functions appertaining to *educational experiment stations*, just as all other high-grade technical or technological schools (*e. g.*, those of husbandry, agriculture, stock raising, dairying, engineering, mining, medicine) have accepted, and have been legally authorized to accept, the work of *investigation* as one of their regular and most important functions. Both the State and the National governments regard it as essential for the public welfare to establish and maintain experimental stations in their technical or professional schools. As a consequence, these schools have in large measure become genuine research laboratories, or experiment stations. Perhaps the most notorious exception are the technical educational schools, the so-called normal schools. There is not a single experimental station in any

of the public training schools for teachers throughout the country, and the majority of these schools are doing little to advance the scientific status of their own profession—a situation that has caused the scientific and productive workers of the country to regard these schools as moribund and to look upon them with a mixed feeling of pity and reproach. Not only so; there are throughout the country possibly not half a dozen presidents of these institutions who have yet embraced in any but a half-hearted or apologetic way the proposition that the integral functions of schools of education comprise not only teaching or training, but also educational investigation. And, after all is said, the reason that the technical institutions for training *experts to educate children* have not become progressive and efficient experimental stations, as institutions for training *breeders of horses and swine and raisers of corn and barley* have become, is largely due to the inaction, supineness, complacency or standpatism of the administrative leaders themselves in these schools. More's the pity. As long as educational administrators and the educational public are satisfied with this state of affairs the country will insist that we utilize the latest results of scientific research whenever we are dealing with the culture of the grains and grasses and the raising of domestic animals, but we shall be satisfied to continue to apply an empirical system of dabbling in the training of our greatest national resource, the children of the public schools, and shall continue to use methods that should have been long ago superseded by others more adapted to the altered conditions of a progressively unfolding civilization. This is not to say that our educational systems are entirely static, but rather that they are content to trust to the verdict of mere experience as the source of revisions and changes.

I believe that a public commission appointed to "inquire into our system of education" could with propriety definitely pronounce on a constructive policy such as this for the improvement of the educational efforts of the community and the nation. Of course, the work to which reference has just been made—statistical studies, medico- and psycho-clinical investigation and pedagogical research—might, possibly should, be delegated to a special department of the schools, a *bureau of school research or educational experiment station*. But even thus some of the research work should be prosecuted by some of the specialists in the training school faculty, who should be appointed to their posts partly, if not largely, because of their demonstrated capacity for independent, creative work.

In Baltimore the *superintendent* seems to have been given *too little authority* and the *teachers too much*. If we concede, as we must, that the superintendent's authority should be "commensurate with his responsibility," the converse proposition is equally inescapable. The teachers' authority, in the degree that they are professionally trained experts, should also be commensurate with their responsibility. One of the most heated recent controversies in university administration has been occasioned by the alleged autocracy of, and the employment of dictatorial powers by, the chief administrative executive. Likewise in some of our State training institutions for defectives (feeble-minded, epileptic) the superintendency practically amounts to a limited monarchy or absolutism. The superintendent's authority in some institutions (arrogated or conferred) is such that even the technically trained professional subordinates are placed in a position of helpless dependence on executive pleasure or caprice. The latter are invested with onerous responsibilities, but not the authority which should be matched with responsibility. That similar conditions obtain in the departments of our national government the people have learned but too recently to their shame. So impotent have honest subordinates been rendered by a system of official patronage, in-



timidation and beheading that we are in danger of ceasing to be what we have believed that we are, a popular democracy, and of developing into a bureaucracy founded on a system of coercion and secret committee and star-chamber legislation.

Now, it would seem like a *self-evident proposition* that a *public* institution, established and maintained through, by and for the public, cannot remain half free and half bond. If authority must be commensurate with responsibility at the top, authority must be commensurate with responsibility all through the ranks, in degree proportional to the responsibility. On any other theory public educators would be reduced to the level of laborers, task-masters and hirelings. If there is any virtue in the teaching profession, it is due to the fact that the profession is, or ought to be, a glorified and consecrated calling. As such the profession and the public must jealously resist any attempt to degrade teaching to the sordid and individualistic basis of mere business and hire.

There is danger that faithful and efficient teachers may become *over-bossed*, over-supervised, over-mechanized, over-standardized and over-repressed, and that they may be degraded, by an officious and autocratic system of control, to sycophantic, cowardly, craven, abject, brow-beaten puppets or figureheads. To be sure, public school teachers require supervision, oversight, inspection, genuinely helpful and sympathetic counsel and encouragement. But, withal, they must be left free to exercise a measure of initiative and independent judgment. They must, of course, be tractable, docile, obedient, generous, adaptable, loyal, and also be held strictly accountable to the administration and the public; but a condition of abject subservience would quench the springs of spontaneity and the promptings of individual conscience and crush individuality. Such a condition would be fatal to the individual and to the State. The highest obligation of the appointed leaders and guides of the youth of a nation is fearless devotion to the truth and to the right, and any system of control must not trespass upon these inalienable rights.

Under this conception of the teachers' functions and prerogatives *permanence of tenure* becomes indispensable. Teachers, as a class, cannot be expected to rise to their full powers unless free to follow their convictions and abide by the dictates of their conscience. If kept in constant fear of removal through the possibility of incurring the displeasure of certain powerful interests in the State or community, or of certain board members, or school patrons, or the principal or the superintendent, they cannot effectively perform their public trust. The public will be the loser.

If these propositions are tenable, it follows that it should be impossible to *dismiss* any teacher unless dismissal is clearly in the interest of the *public good*. The public good solely must be the criterion, and not personal likes and dislikes. Manifestly, if the teacher is incompetent, or negligent, or immoral, or grossly insubordinate, she is unfit for service in the public schools, and should be removed. It appears that in Baltimore, where tenure is permanent, the friction point essentially has been the impossibility, under the system of trial in force, of obtaining a verdict of guilty. If this has been the difficulty in the Baltimore situation, a diametrically opposite state of affairs has perhaps more frequently been the cause of hard feelings or bitter conflict elsewhere. In many schools the chief or sole arbiter or judge of the teacher's competency or desirability is the principal, superintendent, president or the head of the department in which the incumbent serves. While the majority of educational administrators undoubtedly strive to exercise their autocratic powers, arrogated or conferred, solely in the interest of the public good, yet they are often very human in many things, and abuses of the power of dismissal are not unknown. In fact, it is notorious that teachers and professors of long

and honored service, and recognized eminent attainments among their professional colleagues, have been ousted (usually under the more polite but insincere and forced form of a "resignation") on grounds so palpably trivial, or so tainted by personal or factional considerations or manifest unfairness, that the dismissal has amounted to a public outrage and an atrocious miscarriage of justice, and this in institutions established by the public for the public good, and not for private aggrandizement. In consequence the conviction has rapidly been deepening among teachers, professors and educators that it is entirely unsafe to leave the control of dismissal from service in educational institutions that belong to the public in the hands of one man. The public is also rapidly growing to distrust the exercise of this one-man power in the government service.

Obviously, the vexatious question of tenure and dismissal in public educational institutions, in which the public by right is, or should be, vitally interested, has not been satisfactorily solved either along the lines of the Baltimore plan or the opposite plan. Speaking for myself, I should say that every novitiate (new teacher) in public educational institutions should be obliged to pass through a period of *probational teaching*, a few years of provisional, annual appointments, before regular appointment is made or confirmed. Once made, however, *regular appointment should imply permanency of tenure*, so that a regular appointee should be subject to removal only, if he so demands, after due process of trial before a competent and impartial body sitting as a court of review and empowered to hear sworn testimony. The legitimate grounds for removal should be incompetency, negligence, immorality and malicious insubordination. No teacher should be deprived of any rights guaranteed by the Constitution of the United States. The initial appointment of experienced teachers of recognized ability, drawn from other schools, should be permanent. It can be reasonably demanded that executives thoroughly investigate the record of such candidates before making appointment.

The tenure of teachers in the public institutions in the United States is, in the main, quite unsatisfactory at the present time. Progress in the majority of institutions will consist in making tenure more secure, in conformity with the practice in vogue in the public institutions of the most enlightened European nations.

Time does not permit any comments on various other matters, such as the modern tendency of wholesale proscription of the whole system of corporal punishment, the choosing of members of public school boards by popular vote instead of appointment, the autocratic power of one man to remove appointive members, or the desirability of having on commissions of this character a recognized expert (director or supervisor) of primary practice and man to remove appointive members on the board, or the desirability of having on commissions of this character a recognized expert (director or supervisor) of primary practice and special methods. We must pause, however, to give our emphatic endorsement to the commission's recommendation that the important educational posts should be filled by the best available candidates from the country at large. The system of inbreeding, bad as it has been in our colleges and State normal schools, has nowhere produced such pernicious results as in our city schools. Boards of education could well adopt the settled policy that a certain minimum percentage of the elementary teaching corps must be appointed from the country at large, and that in the appointment of instructors in the high and normal schools the place of birth or residence must be considered entirely irrelevant.

[NOTE.—In a subsequent issue, pages 48 to 63 of this report, dealing with "The System of Supervision" and "The Teaching Force and Its Training," and pages 63 to 91 on "The Elementary School Curriculum" will receive more detailed consideration.—Ed.]



## A WORD OF COUNSEL TO YOUNG TEACHERS

BY F. G. BLAIR

Superintendent of Public Instruction, Illinois

In his monthly *Educational Press Bulletin*, Superintendent Blair of the Illinois Department of Public Instruction writes the following open letter to "Young Teachers":

"Are you going into a strange community to teach your first school? If you are, you must be prepared to receive much advice and counsel from your friends. Most of this advice will relate to ways and means of securing the goodwill and the confidence of the people of your district. And, no doubt, many helpful suggestions can be made as to the desirability of your entering heartily into the life of the community, of joining clubs and social organizations, of calling upon your patrons and extending your acquaintance as rapidly as possible. All of which directions may be good or bad, as determined by the good taste and tact and judgment with which you apply them.

"There is, however, one bit of counsel which can be given without any qualification. It applies to all conditions and to all teachers, young and old. Briefly stated, it is this: If you would have and hold the confidence and respect of your people, you must not only desire it—you must deserve it. Little plans and devices may win for you quick favor and popularity, but personal worth and real work alone can hold it. The people will want to know you, and will want you to know them, but they will want, most of all, that you teach their children. They will be quick to see and appreciate your co-operation and leadership in social affairs, but they will be as quick to condemn you if you allow your social activities to interfere with the success of your school. Your main contribution to the social life of the community must be your influence upon the intellectual and social life of your pupils. You may prove a blessing to the community in many ways, but the best blessing you can confer upon it is to instruct its youth in right habits of thought and study and conduct; to help them form correct views of work and play, of life and duty. Your opportunity for leadership is as big and glorious as your fitness and willingness to serve the best interests of the children of your district. Misunderstandings and misrepresentations may place you in a false light for a season, but you can hardly fail if you really merit success.

"The district has not employed you as the social, moral, political or religious leader of the community. It has employed you as its educational leader—the teacher of its children. Happily for both you and the community, if you are a real teacher, a real leader in educational affairs, you cannot fail to influence its life and thought and character. It is upon this solid rock of personal worth and of genuine work as teacher that the respect and gratitude of a community is built."

## A CHILD'S JOY

By AGNES NOURSE

A child's joy is so beautiful a thing:

'Tis ever fresh and gay as spring's young green.

'Tis like a woodbird's note, when it doth lean

From some low bough exultingly to sing,

And to the world its flood of music fling.

'Tis never calm like man's; 'tis restless e'en

As a bright, dancing leaf whose lilting sheen

Rivals the flutter of a wild bird's wing.

'Tis subtle as the scent of June's first rose,

'Tis evanescent as a zephyr's breath,

'Tis fleeting as sweet April's sun-kissed snows;

A careless word may wound it to the death:

But swift 'tis born again; no death can mar

Its heaven-born light. What cloud can quench a star?

## TEACHING PUBLIC SCHOOL MUSIC

### A COMPARATIVE STUDY OF CURRENT METHODS AND THOSE IN VOGUE TEN YEARS AGO

In comparing the methods of musical instruction in the schools of today with those of 10 years ago, the absence of the "ear mark of the old grind" is conspicuous. The principal differences are the point of *contact* and the point of *departure* in the subject. As the point of *contact* means the point at which and through which the child's attention is held and directed, and as the point of *departure* means the point or part of the subject-matter which is first presented to the children, the importance of a careful consideration of these differences is apparent.

It was the custom, and considered quite necessary, for the child to be taught first of all by study and analysis, the elements and forms that go to make up the song, before the song as a whole was presented. Naturally, this mode of procedure involved a great deal of drill and study on forms and sounds, which of themselves were valueless in the early stages of the child's musical training. Then, too, the subject was thus presented in direct opposition to well-established psychological principles. All good books relating to the science and art of teaching insist upon the teacher's presenting "The whole before the parts," "Ideas before words," "Percepts before concepts," etc. Therefore, the presentation of analysis of the elements and forms before a good vocabulary is gained and a free use of it acquired for the purpose of self-expression, is unpedagogic.

Furthermore, this procedure is not practical, inasmuch as method in a pedagogic sense means facility and economy in working for the accomplishment of an end. The difference between the speaking vocabulary and the song vocabulary of a child entering school is very great, which fact proves conclusively that there is a far greater need of song *experience* than of music analysis in the early stages of the child's development. Although there was no lack of good song material under the old plan, the child had very little song experience.

In applying current psychological principles to the method of procedure, we begin with the *song* which constitutes the point of departure, and with the scale. The choice of the song should have careful consideration, for on it depend many things. The interest of the child must be considered first of all; therefore, it is of paramount importance that we discover the *interests* of children. Child interest must be considered from two view-points: universal and special. Some of the interests which would come under the former head and which one would always be safe in choosing as a point of contact, would be: toys, the home, animals, games, etc. In considering the latter—special interests—one must study to know the special environment of some special set of children. To illustrate: the song that would appeal to children in rural districts would not elicit the same response from city children; and the opposite proposition is equally true. The first songs should represent the activities that characterize the locality in which the child lives. The song should become a part of the life of children just to the extent that the *literary content* and rhythmic construction relate and appeal to their lives. Teachers should have a clear and definite knowledge of what constitutes a good song. It should ever be borne in mind that this point of contact, the song (dependent upon the interests of children), is not only an end in itself, constituting a real art experience, but that it is also a means to an end, for it serves not only as the groundwork of future music study, but also as a form of self-expression.



# A BLACKBOARD STUDY IN CORN

SEASONAL LESSON THAT MAY BE USED WITH THIRD OR FOURTH GRADE PUPILS

By ROSE I. CONWAY

Baltimore Public Schools

CORN is an interesting and an instructive theme for blackboard studies at this season of the year. Even in the rural districts, the various aspects of this farm product are much less known to the average child than those of wheat, rye or oats, and will, therefore, be more readily understood by the students. Moreover, there are countless ways in which corn is today utilized in feeding the nation, and any one of these ways will supply the teacher with sufficient thought for a lesson or two in its particular phase of the importance of America's corn crop.

The illustrations given here, which may be copied by the teacher on her blackboard either during or just before the "corn" lesson, and the subject-matter has in mind students of the third or fourth grades. While corn in itself would supply material for several lessons to these students, it might appear to the teacher preferable to arouse the pupil's interest with just one lesson with the view in mind that the pupils will be encouraged to secure further information for themselves at their homes.

During the last of August and the first of September the farmers are busy pulling fodder. The blades are stripped off the cornstalk from the ear down, as shown in the illustration. Then they are tied in bundles and hung on the stalk to dry. Afterwards they are stored in barns or stacked to be used as food for cattle.

Sometimes the stalks are cut down and placed in large shocks in the field, and are allowed to remain there until the corn is fully matured. Then the ears are shucked out and placed in corn houses.

Lastly, the stalks are hauled in, and are either stored in barns or in large ricks, and are also used as food for cattle. From this it will be readily seen how valuable to the farmer is every part of the corn plant.

The corn itself is used in summer as a vegetable, or else canned for use through winter. Part of the dried grains are converted into breakfast foods, and also made into hominy. But much of the dried corn is ground into meal or corn flour and used in countless ways, as, for instance, in the making of cakes and bread and muffins.

One or more of the illustrations here given may be used in connection with the "corn" lesson.



The upper picture shows the plant in growth with the ear of corn ripe for the harvest. The lower left-hand picture shows the ear of corn pulled and part of the husk stripped back so as to show the grains. The lower right-hand picture shows the ear of corn after the entire husk has been removed.

In connection with the "corn" lesson, the students may read or else study Whittier's "Corn-Song," which presents in glowing terms the importance to America of her corn crop.

## I.

Heap high the farmer's wintry hoard!  
Heap high the golden corn!  
No richer gift has Autumn poured  
From out her lavish horn!

## II.

Let other lands, exulting, glean  
The apple from the pine,  
The orange from its glossy green,  
The cluster from the vine;

## III.

We better love the hardy gift  
Our rugged vales bestow,  
To cheer us when the storm shall drift  
Our harvest fields with snow.

## IV.

Through vales of grass and meads of flowers,  
Our ploughs their furrows made,  
While on the hills the sun and showers  
Of changeful April played.

## V.

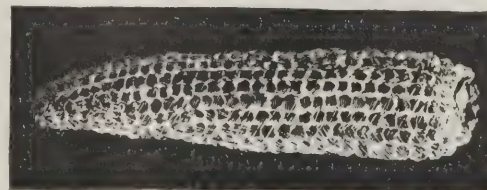
We dropped the seed o'er hill and plain,  
Beneath the sun of May,  
And frightened from our sprouting grain  
The robber crows away.

## VI.

All through the long,  
bright days of June  
Its leaves grew green  
and fair,  
And waved in hot mid-  
summer's noon  
Its soft and yellow  
hair.

## VII.

And now, with autumn's moonlit eves,  
Its harvest-time has come,  
We pluck away the frosted leaves,  
And bear the treasure home.





## VIII.

There, richer than the fabled gift  
 Apollo showered of old,  
 Fair hands the broken grain shall sift,  
 And knead its meal of gold.

## IX.

Let vapid idlers loll in silk  
 Around their costly board;  
 Give us the bowl of samp and milk,  
 By homespun beauty poured!

## X.

Where'er the wide old kitchen hearth  
 Sends up its smoky curls,  
 Who will not thank the kindly earth,  
 And bless our farmer girls!

## XI.

The shame on all the proud and vain,  
 Whose folly laughs to scorn  
 The blessing of our hardy grain,  
 Our wealth of golden corn.

## XII.

Let earth withhold her goodly root,  
 Let mildew blight the rye,  
 Give to the worm the orchard's fruit,  
 The wheat-field to the fly:

## XIII.

But let the good old crop adorn  
 The hills our fathers trod;  
 Still let us, for his golden corn,  
 Send up our thanks to God.

## CHILDREN'S LANGUAGE

### ADVANTAGES OF KEEPING OPEN THE CHANNEL BETWEEN A CHILD'S THOUGHT AND HIS SPEECH

By ISABEL LAWRENCE

Supervisor of Training, Normal School, St. Cloud, Minn.

CHILDREN in the first years of their existence make first-rate discoveries every day. These brand-new ideas must flow out in some channel long before the children have learned to use the cast-iron conduits of conventional speech.

"I didn't do it *wishingly*!" protests one sacred little mortal whose experiments have overturned a flower pot; and then, wishing to be forgiven, she pleads, "Can't I be sorried?" "I'd better go, bettern't I?" and "I lied down, but I grounded my teeth at you" are examples of original inflection. Conscious of his recent fourth birthday, a little boy remarks, "I'm not afraid! I'm kind of four-yeary now." It is interesting to hear that, "The hand-organ man was here and he was hand-organing." One tender little soul pleads with you, "What is the reason you want to dead that fly?" One young tyrant says to his mother, who has asked him to go to bed without her, "I'll go to bed 'ith you, but I won't go to bed 'out you." Good word analysis for a three-year old. Here the warm thought of the child has molded its own charming and original form. These are genuine literary gems.

If this baby is never told to say things, if he never hears his own speeches repeated, if he is encouraged to talk freely by systematic response to his ideas and a wholesome neglect of his fascinating form of speech, all goes well. Every home containing one of these little ones harbors a genuine poet—one who can hardly speak at all except in literature, like the primitive folk whom Pater envied. "For the greatest of all poets is the Folk, and the child lies next to him." The child of literary parents, of course, picks up more words, and more correct and well-chosen words, than does the ordinary baby. From 14,000 to 20,000 words have been counted falling in a single day from the lips of a four-year old member of a literary family. Even the slum baby is not so unfortunate as he seems at first sight,

he has at least never been made to say things to show off. Though he uses few words, and many of them are objectionable, his language is terse, expressive and original. He possesses style, therefore, of no mean literary quality.

When the literary babies and the slum babies and the betwixt-and-between babies are gathered into the primary school, the critical period of language development comes. Will this child now drop his singy, rhythmic, expressive speech and adopt the awkward, unmusical, schooly sentences which no live thought of his ever formed? If so, we shall have to agree with Miss Sullivan that "The schoolroom is no place to teach a young child language." Miss Sullivan had performed the miracle of the age in teaching language to Helen Keller, a child blind, deaf and dumb, but when she saw language work in a school of intelligent children possessed of all their senses, she was appalled at the difficulties in the way of teachers.

Yet the first school life should mean a chance for more experiments and more important and interesting discoveries than are possible in the narrower home world. It should mean a chance to hear the great and simple stories, the world epics, which will stir the child's emotions and develop his interests in human life. With these new, vital images crowding into his mind, must come, if the images are to be permanent, the opportunity for expression. The chief means of expression, everywhere and always, should be speech. Other avenues for idea-making, moulding, drawing, painting, and the like should aid, not supersede, speech. As for reading and writing, it is absurd for a child to learn to read before he can talk—talk well, with something in his brain to talk about. It is absurd for a child to write a sentence till he can talk freely in clear, expressive sentences.

The teacher should have no doubts about her main business. Often she is led hither and thither in a wild-goose



chase by the failure to unify her program. To find one purpose in all this primitive life—nature study, home geography, paper-folding, basket-weaving, number, reading, spelling, games—is almost as difficult for the beginning teacher as it was for the mother who wrote:

"Please scuse the children from religious instruction in earth worms, and put them to somethink else. Jim's father found five in his pocket."

The teacher who knows her work sees all this experience with bird and beast and fish and plant and sky and stories of human life as subservient to her main aim, to give children clear-cut images and to train them to express them in clear-cut English. This teacher will read Jim's mother's note and go straightway to Jim, curious to know what he will say about those earth worms, while his fingers yet tingle with the damp, cold, wriggly feel of them in his pocket. She knows where literature is born.

Keeping the main aim in view helps wonderfully, but there are some conditions of success. There should not be too many children in one room. If there are 50, or even 40, under one teacher, each of them must be silent the greater part of the time. Silence is golden, but it is not a medium in which one can train oral expression. Teachers have been driven to fall back upon written language, premature and too long continued. This we find a dismal failure.

The chief condition of success is a teacher who combines culture and literary taste with a systematic understanding of children. One who cannot talk in simple, clear sentences, one whose ear is not sensitive to incorrect syntax and to awkwardly-built speech, cannot teach language. The member of the school board who objected to hiring a primary teacher who could not "arkulate" was right, even if his own speech was defective.

There are several mistakes in the teaching of primary language which defeat the end sought. One error is to block the channel which should be open between the child's thought and his speech. I once listened to a lesson in a primary grade on the way our homes are lighted. One child said, "We burn kerosene." the teacher said, "Say: 'The light which we have at our home is obtained by the burning of kerosene oil.'" This unchildish and awkward sentence the child managed to repeat after several attempts. The next child was made to say, "The light which we burn at our home is obtained by the burning of gas." The children made no further attempt to talk. Examples of this repeating of formal statements in a tone which shows how little of the child's interest, or even intelligence, flows into his speech must occur to you all.

A stilted form of speech sometimes results from insisting upon having the question returned in the answer. Undoubtedly, it is well sometimes to have children make full statements in this way, but in ordinary conversation the stilted form becomes apparent. I once called out to a boy on a field journey, "What have you there, John?" He stood erect, like the prim little schoolboy he was, and answered, "I have here a black spider." Wishing to throw him out of his primness, I called back, "How in the world did you manage to catch it?" I was answered with precision, "I managed to catch it in the world with my fingers."

The presence of an interesting object will often call forth spontaneous remarks of great value in training in English. This end the teacher sometimes defeats by her questions. A live crab had been brought to a school. The children, who had never seen one, were bubbling over with pleasure and curiosity. Not a word were they allowed to say till the teacher asked, "How many legs has the crab?" The children answered, "The crab has eight legs,"

and so the lesson proceeded with gradually dying interest. Had this teacher kept quiet, the children would have told her far more interesting things, and would have asked her far more sensible questions.

Children should tell stories and dramatize stories, making their own speeches for the characters. They should memorize lyrics and study story poems. One of the interesting thing to watch is the cropping out here and there of expressions appropriated from the literature studied. There is danger in the material given to children to read and to memorize. Dr. Harris points out that the drilling of a child on reading such combinations as "A fat cat sat on a mat," "He had a rat," etc., ruins the sense of euphony. "The child," he says, "gets the habit of making villainous sentences. There is arrested development of the culture of the ear for pleasant-sounding speech."

Henry James lays the jargon of American-spoken language at the door of careless parents and teachers, but no one has pointed out one great source of vulgar utterance—the learning of doggerel by children. Look in educational papers and read the rhymes advised for school use. Listen to the recitations at school exhibitions, applauded by even cultured parents. Look anywhere and everywhere in children's books. The trial of horrible poetry hangs over them all. A recent educational paper says, "Let the children learn this:

'A story true was told me  
Of Washington so brave was he  
That what he did, I'd like to see.  
Let Willie say what it should be.' "

Willie goes on to rhyme Washington's deeds in the same fashion. Here is an approved kindergarten rhyme from a recent kindergarten manual. I don't know what it means, but one can hear the rasping notes:

"Only the outer blocks seem now to go  
For the four inner blocks no movement show.  
But all this seeming is only show.  
Inner makes outer this way to go."

There ought to be a literary food inspector who should fine teachers for making children learn such stuff when they might learn:

"Fly away, fly away, over the sea  
Sun-loving swallow for summer is done.  
Come again, come again, come back to me,  
Bringing the summer and bringing the sun."

The crime would not be so great if there were a scarcity of literature for the lower grades, but here is more than we ever have time to teach. The sonnets of Christina Rossetti in *Sing Song*, Stevenson's *Child's Garden*, Edward Lear's *Nonsense Rhymes*, some of Frank Dempster Sherman's *Lyrics*, all appeal to children's interests, and then there is the great wealth of folklore, ballad and nursery rhyme. These furnish the nonsense that the child loves as well as he loves the hero story. Sir Walter Scott's training for literary work began when, at the age of three, he used to shout the old Scottish ballads. The ages have mellowed down all the harsh notes and left these folk rhymes pure music. The child whose ear has been trained by their use is set a long way on the road toward pleasing speech.

But even if literature is used in the primary room, there is another danger to avoid. The children are reciting Hiawatha in concert:



At the door on summer evenings  
 Sat the little *Hiawatha*.  
 Heard the *whispering* of the pine trees,  
 Heard the *lapping* of the water.

This is so ridiculously overemphasized as to produce a most unfortunate effect upon the ear. The "Yellocution-ist" has disappeared from cultured circles, but the epidemic seems to have broken out in primary rooms. Simultaneous recitation of poetry should be abandoned, unless it is guided by good taste.

To sum up regarding primary language: The aim is to preserve the connection between thought and speech. Remember Carman's principle, "How soon things would cease to be ugly and become beautiful if every stroke of work in the world had some expression in it." The child's musical utterance should be preserved and improved. There must be time for each child to talk. The teacher must not impose ready-made forms, nor must she do all the questioning. Only pleasant-sounding sentences should be read or learned. The child's speech and his recitations must be in good taste.

Following the primary period, comes a more prosaic age. Here, too, as Dr. Hall says, the child should live in a world of sonorous speech. Careful voice-training, care for distinct pronunciation, drill in spelling and correct form being here, because this is the habit-forming period. Written language begun with little emphasis in the primary grades should now reach technical accuracy as far as simple, every-day English is concerned.

All that is necessary to secure this habit of automatic correctness in speaking and writing is to give the work the same attention that we give to arithmetic. Attempt the whole of arithmetic in the fourth grade and keep up the confusion through the eighth grade. What results would be gained in that subject? But that is a very common procedure in language. When the fourth grade has a definite outline of the spelling, punctuation and form which that grade must achieve for promotion, the work is usually done. It is accomplished by constant speaking and writing of sentences with as constant correction of errors, just as arithmetic is taught through the doing of problems. Let each grade add its definite contribution to the work; and, at the close of the eighth grade, allow no one to enter the high school who is not a master of this simple technique. "A great deal of practice, much reading, much talking, much composing, does the work." No more time is necessary than that usually given to the practice of mistakes multiplied by confusion and constant neglect of errors. If the teacher of arithmetic allowed children to say without correction that five times seven is 32, or that one-half of 14 is 9, as the same teacher often allows pupils to say "Then he *come* there," or to write *It's* top is in the clouds" (spelling *its* i-t-apostrophe-s), results could not be expected in arithmetic.

If the teacher felt that she could neglect arithmetic as she neglects language, results in arithmetic could not be gained. If the pupils considered the learning of history and geography necessary for promotion and the doing of problems in arithmetic unnecessary, little would be accomplished in arithmetic. Am I exaggerating when I say that the pupil feels language, oral or written, to be of no importance in comparison with the facts or arithmetic, geography, history and technical grammar? Am I wrong when I say that he often finds his opinion justified by the promotion from eighth grade to high school—nay, from high school to normal school or university—of those who have never acquired either spelling or the ability to speak grammatically and to punctuate simple sentences?

Young people have had four years of English in the

high school studying Chaucer, Milton and Shakespeare. They have had opportunity to recite in history and science classes. Some of them have studied Latin and German. Why has not this cultural work corrected their language? Simply because they have gone on repeating incorrect forms until they have become fixed. Few teachers in the high schools and colleges can afford the time to train upon points which should have been learned in the fifth grade. From 8 to 14 is the time for fixing correct language forms. It is the best time to teach a foreign language, even. Emphasis should be placed upon the teaching of language in the grades. Promotion should depend upon satisfactory work in this subject.

For lack of time, only technique has been emphasized in this paper, but the other side must not be forgotten. Language waits on life and thought, and the whole horizon is broadened when language is taught as it should be. Efficiency in every advanced study depends upon it, more than this, the child who leaves school can carry with him nothing more valuable than the ability to say clearly, exactly, what he means. Success everywhere depends upon a man's power to communicate with his fellow-men. Even the pleasure of friendship, according to Stevenson, is denied to those "who have neither facial expression nor the gift of frank, explanatory speech—people tied for life in a bag which no one can undo."

## THE CHESTNUT BOYS IN RHYME\*

BY JOSEPH B. MULFORD

Jackson School, Washington, D. C.

A riddle, a riddle I have for you  
 And you must be sure to guess it, too!  
 In a green *little* house of prickly bur  
 Covered inside with soft brown fur  
 Nestled three little boys. Do you know who they were?  
 Their *Mother* had *made* them hard coats of brown  
 Lined all through with silky down.  
 And the *little* green house was high up in a tree,  
 Tucked in the leaves, so no one could see.  
 All summer long their dear *Mother* tried  
 Her three *little* boys to safely hide;  
 But one night in autumn, *when* the winds were still,  
 Little Jack Frost ran up the hill.  
 The green *little* house he painted brown,  
 And called the three *little* boys to come down.  
 Then *Mother* heard a crack and a noise  
 And down to the ground fell her three *little* boys.  
 One was afraid, so a cover she *made*  
 Of dark brown *leaves* and over him laid,  
 And there he slept through the winter rain  
 Till gentle Spring waked him up again.  
 The next *little* boy a squirrel found  
 And tucked away in his hole safe and sound.  
 But the third *little* boy rolled around in glee  
 And thought it was fun the big world to see,  
*When* some children came to the woods one day  
 And into a pocket tucked him away.  
 Now my riddle is over, can you tell me  
 What in the world these three boys could be?

\*This unit might be used in phonics for teaching or emphasizing the own, ound, ay and ill families. J. B. M.



# Educational News

## New Commissioner of Education.

President Taft, upon recommendation of the Secretary of the Interior, named Prof. Philander P. Claxton of the University of Tennessee as Commissioner of Education to succeed Dr. Elmer Ellsworth Brown, who recently resigned to accept the chancellorship of New York University. The new Commissioner is a graduate of the University of Tennessee and Johns Hopkins University, and has studied in Germany and Sweden. He is about 48 years of age, and has been teacher, principal and superintendent of public schools in Tennessee and North Carolina. He was editor of the *North Carolina Journal of Education* from 1897 to 1901, and of the *Atlantic Educational Journal* from 1901 to 1903, and conducted this work with marked success. For several years he was professor of education in the State Normal College for women at Greensboro, N. C., and during the past eight years has been professor of education in the University of Tennessee, and assumed active leadership in developing the system of public high schools in the State.

The majority of the present schools were established under his personal direction. In this promotional work he personally conducted a campaign before the people, visiting every county in the State, thus creating sentiment for legislation which has revised the school laws of the State and placed the finances of the public school system upon a mill-tax basis. He also assisted in education campaigns in the Middle Western and Eastern States. Of late years Professor Claxton has been a member of the Southern Education Board and also of the Rockefeller Sanitary Commission. He has conducted the Summer School of the South at the University of Tennessee for nine years. This school is attended by teachers from all of the Southern States.

## Kansas Educational Program.—

Some of the items in the recent educational program of Kansas are the following: Courses of study for the normal training of teachers for the rural schools are in operation in 155 of the strongest high schools of the State; financial assistance is given by the

State to 100 high schools which have approved courses in agriculture and domestic science; in 61 counties high schools are supported at the expense of the county, with free tuition to all qualified pupils residing therein; 6000 pupils are enrolled in consolidated district schools; the State has appropriated \$400,000 for the next biennium to aid weak districts in maintaining schools for a minimum term of seven months, and to aid high schools which maintain courses in normal training, domestic science and agriculture; courses of study for high schools, graded and common schools have been issued by the State Board of Education; high-school teachers, with few exceptions, are graduates of universities, colleges or normal schools.

## Dr. Martin Retires. —

George H. Martin, who since the reorganization of the Massachusetts State Board of Education has been acting as its treasurer and agent, has resigned those offices to take effect September 1. Mr. Martin has been connected with the public-school system of the Commonwealth 48 years. Beginning as a gram-



ATTENDANTS AT ALLEGANY COUNTY TEACHERS' SUMMER SCHOOL, FROSTBURG, MD.

This photograph, taken on the last day of the four-week session, includes the teacher-students and the faculty. The faculty is on the extreme left.



mar-school teacher in Peabody, Mass., he soon became a teacher in the State Normal School at Bridgewater, of which he was a graduate, where he remained 18 years. He was called from this work to serve the State Board of Education as agent, an office which he held 14 years, becoming acquainted with the schools and school people in all parts of the State. In 1892 he became a member of the Board of Supervisors of the city of Boston, a position which he retained for 12 years. For the following five years he was secretary of the Massachusetts State Board of Education, thus adding to his knowledge of the rural and city schools acquaintance with the State system on its administrative and legislative sides. Dr. Martin in his leisure expects to continue his historical and literary studies.

**Mr. West's Resignation.**—In explaining his reasons for resigning as Assistant Superintendent of Schools in Baltimore on September 5, Mr. Henry S. West said: "The manner in which the majority of the School Board transacted important professional business at the meeting of August 31 was so directly contrary to what I regard as the sound principles of public-school administration for the good of pupils, teachers, citizens and all that I choose to register my individual protest by resigning from the Baltimore public-school service immediately. I protest against the utter and astonishing contempt that the School Board majority have shown toward their own newly-elected Superintendent. I protest against the humiliating treatment that has been meted out to the First Assistant Superintendent, Prof. Henry A. Wise. I protest against the unceremonious and undeserved demotion of Group Principal Jacob Grape. I protest against the promotion of Miss Laura W. Mainster within one week of the act of administering to her a reprimand for unprofessional conduct. I protest against the foisting of Mr. Richard H. Uhrbrock as vice-principal upon the newly-appointed principal of the Baltimore City College, Prof. Wilbur F. Smith. I protest against the selection of Mr. Charles J. Koch for elevation to the First Assistant Superintendency, and in particular against

his being placed in a position superior to so faithful and worthy a man as Dr. Charles A. J. Miller, because, from the point of view of good school administration, Mr. Koch is just about the last man in the service who should have been promoted in this memorable year of Baltimore school history. I am also absolutely certain that this professional protest of mine expresses the sentiments of hundreds of the good men and women in the school service who, of course, cannot speak for themselves while remaining under this remarkable School Board. These teachers foresee that there has been inaugurated a régime in which one need only 'look good' to certain school commissioners in order to get appointments and promotions and to escape removal for inefficiency, negligence or insubordination. And all right-minded people know how devious are the ways of making oneself 'look good' to school commissioners when the superintendent of instruction has been shorn of all power. The summary dismissal of former Superintendent Van Sickle without even the pretense of an equitable proceeding was deplorable enough as a civic scandal, and the people of Springfield, Mass., with characteristic energy and promptness, were quick to take advantage of Baltimore's folly. But these latter doings of the present majority of the School Board indicate that under the dominant radical leadership our public schools are to be swept back into a condition of educational medievalism. That Baltimore, one of the greatest cities of this country, the seat of the Johns Hopkins University, the metropolis of an honorable Commonwealth in which even the town and country schools are rapidly forging ahead, should submissively witness such an educational retrogression as the School Board meeting of August 31 exemplified—this is to me both disgraceful and inexplicable. From all this backward whirl I am respectfully stepping out, although toward Superintendent Soper and Principal Smith, both of them esteemed personal friends of mine, I extend the most sincere good wishes."

#### **Worcester County Teachers.**—

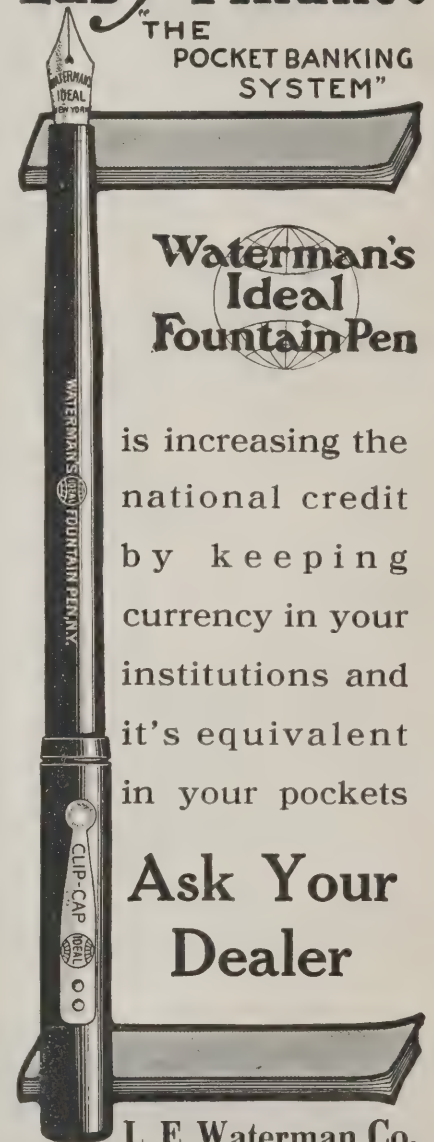
The following teachers from Worcester county, Maryland, took the courses

in the Chautauqua Institute this year: Misses Mary H. Stevenson, Ethel M. Dix, Lucille Young and E. Clarke Fontaine of Pocomoke City, Misses Mary Atkins and Virginia Melvin of Berlin, and Misses Lillian Heward and Nannie Purnell of Snow Hill.

**In the Cause of Peace.**—The following resolution was passed by the National Education Association at San Francisco, July, 1911: "The very ma-

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terial advance made in the cause of world peace during the past year encourages the National Education Association to urge a more widespread dissemination of knowledge upon this vital subject. We commend the American School Peace League as a channel through which teachers may procure such knowledge, together with suggestions for its presentation. The League has done excellent work in collecting and organizing material which appeals both to children and to adults; the accuracy of its statements is not questioned; its arguments are sound. The proposal to establish a world tribunal to fill the place of an international court for civilized nations is worthy of commendation and should have the earnest support of all teachers. The National Education Association expresses its heartiest recognition of greetings borne to its members by Miss Kate Stevens, head mistress of the Montem Street Central Council School, London; from the Teachers' Guild of Great Britain and Ireland, the National Union of Teachers, the London Teachers' Association, the London Head Teachers' Association, and the Child Study Society. The members of the Association return in kind these cordial professional greetings, and join with their fellow-teachers of Great Britain and Ireland in the wishes expressed for the promotion of international good-will and the early establishment of agencies for the settlement of international difficulties by arbitration. Further, we accredit Mrs. Fannie Fern Andrews, secretary of the American School Peace League, as the representative of the National Education Association to bear our return greetings to the organizations of whose greetings Miss Stevens was the bearer to us."

**German American Teachers —**  
The 39th annual convention of the German-American Teachers' League was held in Buffalo on July 11, 12 and 13, and brought together about 300 teachers of German from all over the country. It was decided to hold the convention of 1912 in Berlin. "The trip to Germany," said Prof. L. F. Thoma of New York, "will prove of great educational value and a welcome medium of exchanging ideas on the school sys-



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By

**William Henry Pyle, Ph.D., (Cornell)**

*Instructor in Educational Psychology in the University of Missouri*

The basis of the science of education is educational psychology. There are already several good books treating special phases of the subject, but no general text-book. Teachers of educational psychology have felt the need of such a text very keenly. To supply this need, Dr. Pyle has written the *Outlines*, which is the outgrowth of the work in his own classes in the University of Missouri. Its success with the author's classes leads him to hope that it may be useful to his fellow teachers throughout the country.

Dr. Pyle's wide experience in every aspect of public school work—as well as in the psychological laboratory—has enabled him to select for treatment those established facts of psychology that have an evident and immediate bearing upon the practical problems of the school room. While the book is designed primarily for use in normal schools, colleges and universities, it will prove of value to the school teachers who are actively engaged in their work, and for teachers' reading circles. One feature which especially fits it for such use, as well as for the classroom, is the extended lists of questions and exercises given at the end of each chapter. Each chapter also has a selected bibliography. The chapter headings will indicate the scope of the book: Introduction, Mind and Body, Heredity, The Instincts (5 chapters), Habit (2 chapters), Habit and Moral Training, Memory, Attention and Fatigue. A later edition will contain a chapter on the Thought Processes.

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tems of both countries. The German and the American governments have taken the liveliest interest in the proposition from the start, and recognize the cultural effect that it will have, to say nothing of the good feeling it will create in both countries." It is planned to visit some of the largest cities in Germany next year, and assurances have been received not only from the German Government, but from the cities themselves that the American teachers will not only be heartily welcome, but they will be officially received by the state and city governments. Some 600 teachers are planning to take the trip, and 300 have already been enrolled. The period covered will last nearly two months, and will be a continuous teachers' convention.

**Monmouth High School.**—A new high school building has recently been completed at Monmouth, Ill. On August 28 the Board of Education opened the edifice and dedicated it to the cause of education and good citizenship. A number of prominent educators participated in the exercises, among whom was Hon. Philander P. Claxton, United States Commissioner of Education.

**Kee Mar College Closed.**—The Washington County Hospital Association of Maryland has purchased the land and buildings of Kee Mar College at Hagerstown, and will occupy them very soon for hospital purposes. The sale closes Kee Mar College as an educational institution.

**Prof. Hill Resigns.**—Prof. Howard C. Hill, principal of the Allegany County High School, Cumberland, has resigned to accept a position with a publishing house in Baltimore. Professor Hill was the first principal of the school. Prior to that time he was principal of the West Side High School of Cumberland. He was president of the Maryland State Teachers' Association last year. He is a native of Frostburg.

**Prof. Vaughn at Delaware.**—The board of trustees of Delaware College today elected Prof. Ernest V. Vaughn of the University of Missouri to the chair of history created under act of the last Legislature. The salary will be about \$1800 a year.

**M. A. C.'s Good Work.**—In a recently issued circular attention is very modestly called to the excellent work which the Maryland Agricultural College is performing in the State. It has sent out graduates in agriculture, horticulture, chemistry and biology, many of whom are today receiving lucrative incomes. These graduates are working (1) on their own or their father's farms; (2) in the United States Department of Agriculture in Washington; (3) as specialists in the agricultural departments of different States, or (4) representing the United States Government in foreign countries. There have also been graduates in mechanical, civil and electrical engineering, who are today receiving lucrative incomes: (1) In the United States Army and Navy and the Revenue Cutter Service; (2) in Baldwin's Locomotive Works, Mt. Clare Shops and other similar manufacturing concerns, and in a hundred other places for which a mechanical training has fitted them; (3) in the highway work of Maryland and other States, in county road building, in great structural enterprises, and in such concerns as the General Electric Co. Graduates of M. A. C. can also be found today doing distinguished work in the fields of law, medicine and journalism.

**Educational Editor Wanted.**—The United States Civil Service Commission announces an examination to secure eligibles from which to make certification to fill a vacancy in the position of editor, Bureau of Education, Department of the Interior, at \$2000 per annum, and vacancies requiring similar qualifications as they may occur in that department, unless it shall be decided in the interest to the serv-

ice to fill the vacancy by reinstatement, transfer or promotion. The duties of the position will be performed chiefly at Washington, and will include correspondence, report writing, editing and the preparation of original articles concerning the various phases of education. There will also be occasional work outside of Washington, studying educational institutions and problems, attending conferences and giving addresses at important public meetings. It is desired to secure in the appointee selected one having a broad general education, who has also specialized in the study of education and has a wide knowledge of educational literature, including current publications, so that he will be able to give advice and to furnish information concerning matters which may be of interest to the educational public at any given time. It is not essential that he should be skilled in the preparation of copy or in the reading of proof. Men only will be admitted to this examination. Applicants should at once reply for Form 304 and special form either to the United States Civil Service Commission, Washington, D. C.; to the secretary of the board of examiners, postoffice, Boston, Mass.; Philadelphia, Pa.; Atlanta, Ga.; Cincinnati, O.; Chicago, Ill.; St. Paul, Minn.; Seattle, Wash.; San Francisco, Cal.; custom-house, New York, N. Y.; New Orleans, La.; Honolulu, Hawaii; old custom-house, St. Louis, Mo., or to the chairman of the Porto Rican Civil Service Commission, San Juan, P. R. No application will be accepted unless properly executed and, with the material required, filed with the commission at Washington prior to the hour of closing business on September 23, 1911.

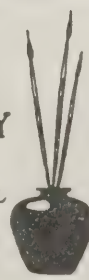
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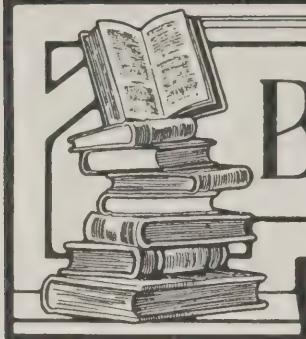
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# Books and Magazines

**The Origin and Growth of the American Constitution.** By Hannis A. Taylor. \$4. Houghton Mifflin Company, Boston.

Dr. Taylor is a well-known authority who needs no introduction in the fields of jurisprudence and constitutional law. His present volume is based on the conception that "all law, public and private, is a living and growing organism that changes as the relations of society change." His treatment is historical, beginning not merely with the framing of the constitution, but going back to the Anglo-Saxon migrations, passing to the constitutional development of England, and the political institutions of the English colonies in America. After describing the circumstances surrounding the calling of the Convention of 1787, its work, and the campaign for the adoption of the Constitution, naturally the author gives considerable attention to the important draft of Palatia Webster, made in 1783, since he himself was the first to discover and interpret this remarkable document. The author then proceeds to discuss the expansion and development of the country, and the corresponding development of the Constitution. He points out that notwithstanding the fact that the American Constitution is a written document, it is impossible to make it absolutely rigid and unchangeable save by written amendment; it undergoes a certain amount of slow, natural development, precisely as does the unwritten Constitution of England, and this fact is clearly set forth by Dr. Taylor. Most of our important current problems are discussed from the constitutional point of view. For instance, our colonial system and the Monroe Doctrine are the subject of one chapter, while another is devoted to interstate commerce, trusts and monopolies. The final chapter is entitled "The Outcome of Our Growth." An extended appendix includes the texts of twenty documents, beginning with the New England Confederation, and the text of the Constitution is accompanied by extended citations of Supreme Court decisions. A full index greatly enhances the reference value of the volume.

J. M. GAMBRILL.

## When Should a Child Begin School?

An Inquiry Into the Relation Between the Age of Entry and School Progress. By W. H. Winch. 98 pages. \$1.25. Warwick & York, Inc., Baltimore.

Inspector Winch of England has for several years prosecuted researches in experimental pedagogy which have made his name favorably known in America as well as in Europe. In the volume before us he has done for England what should be done independently for the schools of the United States, where the conditions of early entrance are different from those obtaining in England. In England children enter school normally from three to five.

Professor Winch has attempted to determine by means of certain psychological and particularly pedagogical tests (based on a uniform system of scoring terminal and special examinations, on a system of prog-

ress marks, and the Pearson coefficient of correlation) whether there is any correlation between early entrance and *mental proficiency*, between early entrance and *good behavior*, and between early entrance and *social and home conditions*. The studies were conducted in a number of infants' and senior schools, varying widely in their organizations, methods, standards and environmental conditions. Such being the case, the records are always compared for early and late entrants in the same school.

It appears from this comprehensive survey that there is no intellectual advantage in early entrance, particularly between the permissible and compulsory ages (3 to 5), irrespective of the type of the school or the character of the training in the first school years. It is thus quite immaterial whether a child enters at three or at five. Children who enter after five show some retardation, but the retardation may be due to the fact that the late entrants are selected children (some weak in health, some from good homes with good training, some forced into school by the attendance law, etc.). In America we have been in the habit of considering late entrance (which means after 6 or 7) as an important cause of school retardation.

There was no correlation between poor home conditions (homes in which children are neglected) and early entrance, contrary to the prevalent opinion, since the children from poor homes began to attend school between three and five-and-a-half in some-

what the same proportions as the other children; nor was there any correlation between good deportment and habits of attention (attentiveness to studies.)

The conclusion that early entrance confers no intellectual advantages is bitter thought for a few American radicals who would have the American child start school at three.

This investigation will repay careful perusal on the part of school administrators, educational legislators, educational psychologists, students of child welfare and parents of school children. It is to be hoped that the study will incite to parallel investigations here of American conditions.

J. E. WALLACE WALLIN.

Believing that there are few good collections of French for beginners, and that most of those available are not representative of the best prose and are lacking in variety and the proper gradation, Prof. Victor E. Francois of the College of the City of New York has edited **Easy Standard French**, to which he has added English exercises, notes and a vocabulary. There are thirty stories intended for second-year reading, each complete in itself, and prefaced by a short biography of the author. Among the authors represented are: Racine, Molière, Hugo, Sand, Erckmann-Chatrian, Daudet, Coppée, Maupassant, La Fontaine, Mme. de Staël, Mérimée, Flaubert, Loti. It is evident that the col-

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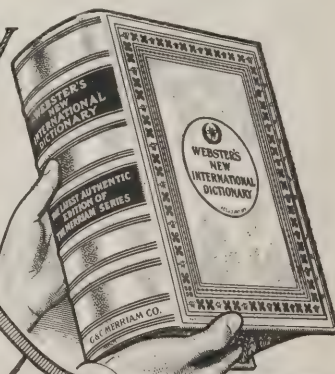
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lection represents a great variety both of subject and of style, and includes the work of authors of high literary rank. (172 pp. 40 cents. American Book Co., New York.)

**Hand-Work in Wood**, by William Noyes, assistant professor in the department of industrial arts, Teachers' College, Columbia University, is intended primarily for teachers in woodwork, but the author hopes "that there will be other workers in wood, professional and amateur, who will find in it matter of profit." There is surely much material in it that should be of profit even to the reader of books, for the chapters on logging, sawmilling, the seasoning and measuring of wood, contain invaluable information. There are other chapters on wood, hand-tools, wood fastenings, the equipment and care of the shop, the common joist, types of wooden structure, wood joinery and wood finishing. The book is profusely and well illustrated with line cuts and half-tones, and besides an index contains a most useful general bibliography. (222 pp. \$2. Manual Arts Press, Peoria, Illinois.)

R. K. Beecham, a Union Veteran, formerly captain in the first corps of the Army of the Potomac, writes an entertaining and popular account of **Gettysburg the Pivotal Battle of the Civil War** (288 pp., \$1.75 net, McClurg). The author seems earnestly bent on telling the truth as he sees it, and is very free in his criticism both of Meade (whom he thinks extremely cautious and incapable of taking the offensive) and of Lee (whose mental powers he thinks surely must have been paralyzed during the three days of the battle). But the author falls into a number of errors of fact which could have been avoided by consulting the official records which have now been published. He is distinctly critical toward Confederate claims and views, though in no sense offensively partisan. There are about sixty-five excellent full-page portraits and photographs of the battlefield, with one good relief map of the entire field. There are no plans and maps, however, to show the progress of the battle. The descriptions are clear and vivid. (288 pp. \$1.75. A. C. McClurg & Company, Chicago.)

Edna Henry Lee Turpin's **A Short History of the American People** is a textbook along traditional lines, and evidently intended to make its special appeal in the South. There is, however, no offensive partisanship. The author has done her work well, but with no marked originality or break with traditions either historical or educational. Considerable attention has been given to inventions, education, science and literature. (405 pp. 90 cents net. The Macmillan Co., New York.)

Reuben P. Halleck's **History of American Literature** possesses the same qualities as his well-known and widely-used *History of English Literature*. The author treats his subject under the following topics: "Colonial Literature," "The Emergence of a Nation," "The New York Group," "The New England Group," "Southern Literature," "Western Literature," and "Eastern Realists," "A Glance Backward." The usual array of references, suggested readings, questions and summaries are included, and the illustrations are numerous. (431 pp. American Book Co., New York.)

**True Stories of the Past**, by Martin Hume, are in somewhat lighter vein than most of the author's other works, delightful

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as they are in their sober historical treatises. In the present volume, published post-humously, he tells among others the following stories: "How Rizzio Was Avenged," the central figure of which is, of course, Mary Queen of Scots; "A Rebelious Love Match," telling the sad story of Lady Arabella Stuart and William Seymour; "The Revenge of John Hawkins, the Scapegoat," explaining the ruin of William Davison, one of Queen Elizabeth's secretaries who had to shoulder the blame for the execution of the death-warrant of Mary Queen of Scots; "Sir Walter's Homecoming," a tale of Raleigh; "Cloth of Gold and Cloth of Frieze," an interesting tale of Charles Brandon and Mary Tudor, which,

however, spoils some of the romance in Charles Major's well-known novel. (227 pp. Eveleigh Nash, London.)

The War Department of the United States Government has issued in two volumes **American Campaigns**, by Matthew F. Steele. Volume I, containing the text, is a popular narrative derived from standard histories, and largely based on lectures in the military schools. Volume II is made up of three hundred and eleven maps and battle-plans, in the main reproduced from reliable sources. The volumes are well indexed. (Government Printing Office, Washington, D. C.)

**American Writers of Today**, by Henry C. Vedder, first published in 1894, has been revised and published with the date 1910. Those familiar with the earlier edition will find no change in the plans, and only such changes in the execution of the plan as were necessary to bring the book to date. It is doubtful whether the book was worth revising and reprinting. In spite of its somewhat sophomore style and judgments, it served its purpose in its day; but, nearly two decades later, some of its names are of little interest to those who would go to this book for information about them, and the others called for more than "some revision of the text." A new work on the writers of this day would have been worth while, but not such revision as that on the writers of 1894 has received. (IX. 326 pp. \$1.50. Silver, Burdett & Company, New York.)  
G. S. W.

**Shakespeare's Twelfth Night** is one of the recent additions to "Merrill's English Texts." The editor, Brainerd Kellogg, L.S.D., has for a generation been known as the author of a textbook on rhetoric, and as one of the authors of Reed and Kellogg's English Grammars. The general plans of Prof. J. M. D. Meikeljohn is followed, and his notes "form the substance of those used here." The "Introduction" contains a sketch of the life and works of Shakespeare in half a dozen pages, the usual historical and critical matter on the play, critical estimates of the chief characters, a few notes on Shakespeare's grammar and versification, and a plan of study. The notes are mainly to explain passages more or less obscure. Compared with that of most of the recent school editions of Shakespeare's plays, the scholarship of this is elementary; but it is quite sufficient for most high schools. The mechanical make-up is attractive. (160 pp. 25 cents. The Charles E. Merrill Company, New York.)

In the judgment of the writer of this notice, the introductory matter to the Hudson editions of Shakespeare's plays, though prepared—the most of it—thirty or more years ago, is yet to be equaled in any school editions of these plays. The publishers, therefore, have conferred a favor upon school people by issuing **A Midsummer Night's Dream** in the pleasing form of their "Standard English Classics." The general character of the notes—appreciative rather than textual or markedly critical—is still the best for elementary students of Shakespeare. (36 and 128 pp. 35 cents. Ginn & Company, Boston.)

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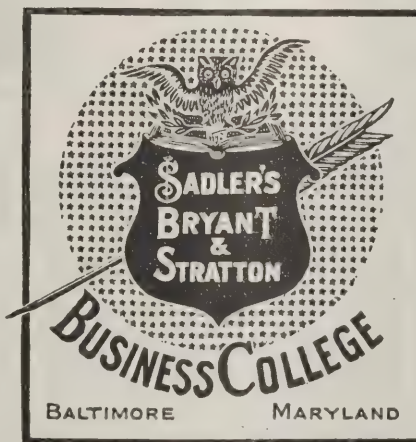
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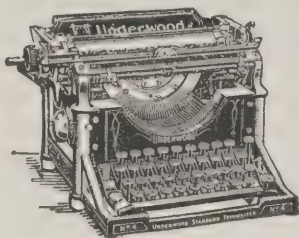


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The work is very simple, interesting, and stimulating. The games in Book One gives the children power through relaxation, through using linguistic forms as they use other play material. Progressive training in letter writing is provided in Book Two. The series teaches the delightful art of oral story telling by furnishing stories for reproduction, with numerous suggestions and directions. The work in dramatization develops the child's powers of imagination and expression. These books are of particular value to children of foreign parentage.

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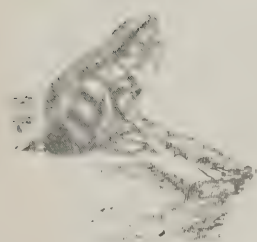
No. 2

## THE STUDY OF A POEM

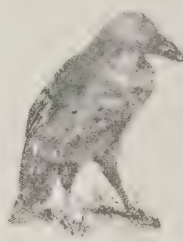
"OVER IN THE MEADOW" USED AS A MEDIUM FOR NATURE STUDY IN PRIMARY  
GRADE WORK

By ANNA WILDMAN

Philadelphia, Pa.



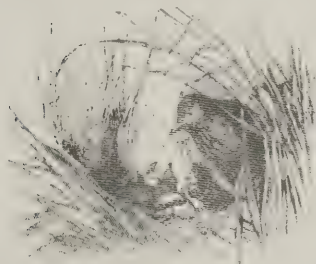
OVER in the meadow,  
In the sand, in the sun,  
Lived an old mother-toad  
And her little toadie one.  
"Wink!" said the mother;  
"I wink," said the one:  
So she winked and she blinked  
In the sand, in the sun.



Over in the meadow,  
In a nest built of sticks,  
Lived a black mother-crow  
And her little crows six.  
"Caw!" said the mother;  
"We caw," said the six:  
So they cawed and they called  
In their nest built of sticks.

Over in the meadow,  
Where the stream runs blue,  
Lived an old mother-fish  
And her little fishes two.  
"Swim!" said the mother;  
"We swim," said the two:  
So they swam and they leaped  
Where the stream runs blue.

Over in the meadow,  
In a hole in a tree,  
Lived a mother-bluebird  
And her little birdies three.



"Sing!" said the mother;  
"We sing," said the three:  
So they sang and were glad,  
In the hole in the tree.

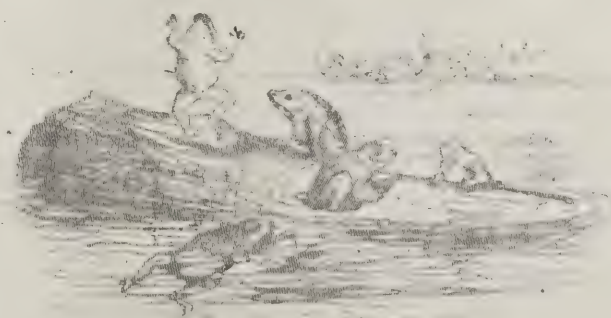
Over in the meadow,  
In the reeds on the shore,  
Lived a mother-muskrat  
And her little ratties four.  
"Dive!" said the mother;  
"We dive," said the four:  
So they dived and they burrowed  
In the reeds on the shore.

Over in the meadow,  
In a snug beehive,  
Lived a mother-honeybee  
And her little honeys five.  
"Buzz!" said the mother;  
"We buzz," said the five:  
So they buzzed and they hummed  
In the snug beehive.

Over in the meadow,  
Where the grass is so even,  
Lived a gay mother-cricket  
And her little crickets seven.  
"Chirp!" said the mother;  
"We chirp," said the seven:  
So they chirped cheery notes  
In the grass soft and even.

Over in the meadow,  
By the old mossy gate,  
Lived a brown mother-lizard  
And her little lizards eight.  
"Bask!" said the mother;  
"We bask," said the eight:  
So they basked in the sun  
On the old mossy gate.

Over in the meadow,  
Where the clear pools shine,  
Lived a green mother-frog  
And her little froggies nine.  
"Croak!" said the mother;  
"We croak," said the nine:  
So they croaked and they splashed,  
Where the clear pools shine.



Over in the meadow,  
In a sly little den,  
Lived a gray mother-spider  
And her little spiders ten.



"Spin!" said the mother;  
 "We spin," said the ten:  
 So they spun lace webs  
 In their sly little den.

Over in the meadow,  
 In the soft summer even,  
 Lived a mother-firefly  
 And her little flies eleven.  
 "Shine!" said the mother;  
 "We shine," said the eleven:  
 So they shone like stars  
 In the soft summer even.

Over in the meadow,  
 Where the men dig and delve,  
 Lived a wise mother-ant  
 And her little anties twelve.  
 "Toil!" said the mother;  
 "We toil," said the twelve:  
 So they toiled and were wise,  
 Where the men dig and delve.

—Olive A. Wadsworth.

Write this poem on the board, a stanza at a time, for the pupils to copy. When they have it complete in their notebooks, let it be read as a whole before studying it in detail. Then, in order to make the meaning clearer and the images more vivid, ask questions and give direction similar to those which follow.

Imagine that it is a warm day in early summer and that you have gone to the meadow to play. What is under your feet? Touch the grass and tell how it feels to your hand. Do you see any flowers? What runs through the meadow? Does the stream make any noise? What are growing beside it?

Stanza 1. What color is the toad? How large is it? What kind of eyes has it? [Vernon S. Morwood, in "Facts and Phases of Animal Life," published by D. Appleton & Co., writes: "Although the toad's body, being covered with warts or tubercles of a dull color, is considered to be repulsive in appearance, it has nevertheless a pair of very beautiful eyes; hence, no doubt, the saying: 'The jewel in the toad's head.'"] Why does the toad wink and blink?

Stanza 2. What makes the stream blue? What kind of fish live in a meadow stream? What can you see them doing?

Stanza 3. Where is the tree that the bluebird has chosen for its home? What kind of tree is it? Describe the bluebird. [Mrs. Wilson, in her "Nature Study in Elementary Schools," published by the Macmillan Company, says: "These birds are found only in America. The color of the male is much more vivid than that of its mate. Both, however, are blue above and rusty red underneath. \* \* \* The bluebird measures seven inches. In building the nest they choose by preference a birdhouse, a hole in a tree, or some place that will afford the children sufficient protection without too much exertion on their part."] Can you imagine that you hear the song of the bluebird?

Stanza 4. What are reeds? What does the wind make them do? What is a muskrat? [The muskrat is the same as the water-rat. Woods' "Natural History" says of it: "The water-rat is a little animal, the size of the black rat, but in its nature and habits rather resembling the otter than the rat. Like the otter, it frequents the fresh waters, and is generally found on the borders of rivers, rivulets and ponds." Morwood tells us that it makes its nest at the end of a burrow in the bank of the stream, and also that, "although it is an expert swimmer and diver, it cannot remain under the water more than a minute at a time without coming up to the surface for respiration." Web-

ster's Dictionary says that this little creature has a strong odor of musk.] What noise do the baby rats make when they dive?

Stanza 5. Where is the hive of the boney bee? [Mrs. Wilson writes that the home chosen by the queen bee is "sometimes a deserted mole's nest, but often a convenient place in the ground, where, of any available material—horsehair, grass, moss—she constructs a nest."] About how large is this bee? What color is it? Can you make the sound that the little honey bees make?

Stanza 6. Where does the crow build its nest? [The crow's nest is built on the top of a tall tree. To quote Mrs. Wilson: It "is very large, resting on a platform of sticks, made up in great part of cedar bark and containing from four to seven large, strong, green eggs speckled with brown."] About how large is the crow? [The full-grown bird is about 18 inches long.] Can you give the "caw, caw" of the little birds?

Stanza 7. What color is the cricket? What shape is it? When can it be seen and heard? How does it make its chirping sound? [See "Seaside and Wayside," No. 3, by Julia McNair Wright, published by D. C. Heath & Co. The following facts are given by the author: The body of the cricket is short and thick, the color being a dark, glossy brown, sometimes almost black. The field cricket will sing all day. Under the left wing-cover is a large, strong vein, which is rough like a file. When this vein is drawn across the right wing-cover, "all the cover trembles, or quivers, and gives out a sound as when the bow is drawn over the strings of a violin."]

Stanza 8. Into what do you suppose "the old mossy gate" leads? Draw a picture of the gate. What color is the moss? How does it feel? How large is the mother-lizard? How do lizards show that they like the sunshine? [Woods' "Natural History" says concerning the *nimble lizard*: "Its length, from the tip of the nose to the end of the tail, is about six inches and a half. The upper part of the head is light brown, and the back and tail are variously striped and spotted with light brown, black, white and dark brown; the under part of the body is of a dirty white color. This beautiful little creature \* \* \* is the most gentle and inoffensive of all the lizard family. Though fond of basking in the sun's rays, it cannot bear excessive heat, and therefore in the hottest weather it seeks for shelter. The *nimble lizard* may sometimes be seen, in beautiful spring weather, stretched out on a sloping green bank or extending itself on a wall exposed to the sun. The warmth greatly revives it, and it shows the great delight which it enjoys under the influence of the sun by the gentle agitation of its slender tail and by the animating pleasure which sparkles in its lively, brilliant eyes." This lizard is a native of Europe.]

Stanza 9. How large is the frog? Of what shape is it? Describe the skin. What kind of legs has it? How does it move about? Where does it live? What are baby frogs called? Can you describe a tadpole? [For pictures illustrating the development of the tadpole into a frog see Mrs. Wilson's "Nature Study." A few weeks are required for this process of development. For a good picture of the common frog see Woods' "Natural History." Morwood quotes the following: "The muscles of the legs of the common frog are so powerful that it can traverse, at a single bound, a space fifty times the length of its body, and jump twenty times higher than its own height."] Can you make a sound like the croaking of the frog?

Stanza 10. Why is the spider's home called a "sly little den"? What kind of home is it? To what is it fastened? How is it made? How many legs has the spider? How many eyes? What else can you tell about him? Can you draw his web? [By all means have the children read the account of the spider in "Seaside and Wayside," No. 1.



Morwood writes: "The threads of the spider's web are produced from their (*sic*) own bodies as a thick gum, which issues from four or six little swellings on the abdomen. These form the spinning apparatus and produce threadlike rope spinning. Each spinner contains a number of tubes, from which come threads of wonderful fineness and which are united into one thread. The tubes being of various sizes, the spider can make threads of any thickness, and, in order to ensure their strength, first dries the silk in numerous minute threads and then spins them into one. The spiders can close these spinners at pleasure." For a picture of the garden or geometrical spider in his web see Woods.]

Stanza 11. Tell all that you can about fireflies. Do the little shining creatures make you think of stars? Do they remind you of anything else? For what purposes might their light be used? Write a short fairy story in which you have fireflies taking some part. [The firefly is a beetle, with soft wing-covers. It is striped black and yellow. The light issues from tiny abdominal cells which contain phosphorus and which can be opened and closed at will. Stella Louise Hook, in "Little People and Their Homes in Meadows, Woods and Waters," published by

Charles Scribner's Sons, writes: "The fireflies are especially fond of damp places, and when you pass a swamp after dark you may see them glancing over its surface in swarms."]

Stanza 12. What does *delve* mean? Can you tell how an ant looks? Why do we say the wise ant? What kind of work do ants do? [Have the pupils read the chapters upon ants in "Seaside and Wayside," No. 2. See "Little People," mentioned above, and "Tenants of an Old Farm," by Henry C. McCook, D.D., published by Fords, Howard & Hulbert.]

It would be better to give some simple lessons upon the toad, the cricket, the spider, the ant and all the other little creatures of "Over in the Meadow" before presenting the poem to the class. The children will then have no difficulty in understanding it, and in the detailed study will have the pleasure of being able to answer your questions intelligently without too much help. After the questioning the poem should once more be read as a whole, for the final impression ought always to be one of unity. If it can also be memorized, this will bring the little people of the school into still closer touch with the little people of the meadow.

## AN EXPERIMENT IN SONG-MAKING

FROM THE SONG SENTENCE THROUGH THE MUSICAL POEM TO THE MUSICAL DRAMA

By THERESA WIEDEFELD

Baltimore County, Md.

THERE is no phase of the music work which gives better opportunity for the application of the musical knowledge acquired from the rote song than song-making. Nor is there a better way to develop musical judgment, for it is one of the keenest forms in which to exercise it.

While the power to do this work is the outgrowth of artistic rote singing, it will, in turn, reinforce the rote singing, making it truer in interpretation and more artistic in rendition.

Music reaches the feeling through ideas which deal with definite forms. Ideas lie back of music, just as they lie back of language, and language becomes musical as it becomes oppressive. It is by the color of the voice, the rate of movement used in speaking a sentence, that we get the true idea of the spoken words. The voice must be true to what it utters.

It is the same in musical language; tunes must tell the same story as the words.

We must, then, awaken in the children a sensitiveness for truthful—that is, artistic—expression. This is not only essential to all appreciation of music, but to his intercourse with his fellows.

The color of the voice depends on the emotions, and the emotion depends upon the depth or vividness of experience. The voice responds automatically to the imaginative and emotional conditions by which the child is influenced, and so in teaching rote songs the emotional interest is awakened, not only to make the work interesting to the children, but principally for the effect it has on the voice.

Each race has its own set of musical ideas. The elements of music, and the manner of production by means of which specific musical ideas are expressed, do not occur in nature, but are the outgrowth of civilization and custom.

The individual learns the prevailing idioms because he

is born into them, and his ability to understand and produce them depends on what he hears and how much he tries to imitate. We must give the children sharp and vivid experience through training in hearing accurately musical ideas, and thus lead to comprehension and enjoyment.

After children have established ideas of how songs expressing certain emotions are sung, how tunes must fit words; after they have marched and swayed and swung to songs, and have established feelings of rhythm; after they have used songs to play upon each other by contrast, and can understand some of the simpler idioms of the musical language, they may begin to apply some of this knowledge in making songs.

For the subject choose some movement which is capable of verbal or musical description, or some emotional idea which will lend color to the words and music. This subject can be found in some recent experience, some loved story, or some thought from nature.

The teacher must develop the situation dramatically, by action or through appeal to the feelings, and when emotions are properly aroused ask for suggestions for the music. Many will be offered, and the best one will be chosen by the class and adopted.

If the song is a true expression of the emotion felt, the singer will hold it in mind and can sing it again and again. A great many imitations are offered and sometimes old tunes that fit the words. These are just passed over.

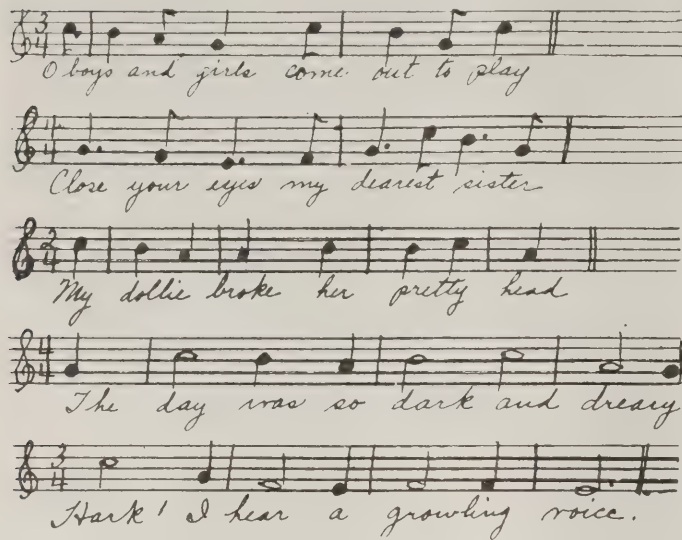
In selecting the best tune the reasons given by the children, why one song is better than the others, are often surprisingly correct. Many times a tune is selected and is then modified by the class; parts are corrected where the tune does not tell the story.

The first attempts at song-making should be very simple. The song sentence would be the result of the first



work. Choose sentences expressing pronounced and evident feelings.

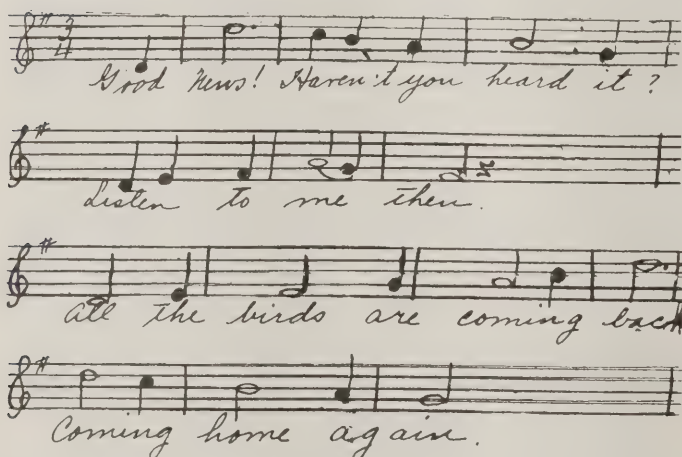
The following are the results of some beginning work in song-making:



O boys and girls come out to play  
Close your eyes my dearest sister  
My dollie broke her pretty head  
The day was so dark and dreary  
Hark! I hear a growling voice.

These will be followed by short poems of from two to four lines. The lines must be well known before the music is attempted, and it is not wise to choose a poem about which the children are in any way indifferent. They will suggest poems, and their choice should be a guide to the teacher, as it is most often directed by their feelings at the time by the emotional and imaginative conditions which affect them just then.

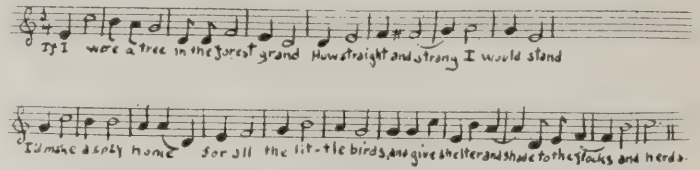
If the thoughts of the poem are well defined, the tune for the whole may be given by one child. Sometimes, and with some classes, this will be hard, and so then the tune will have to be a composite makeup of the best lines suggested, fitted into a verse.



Good news! Haven't you heard it?  
Listen to me then.  
All the birds are coming back  
Coming home again.

After they have done some work of this kind the children will want to make their own words, and so will compose poems which are to be set to music. They will want to write a song about a trip they enjoyed, about the brook near which they walked, or some rich experience which brings untold joy in remembrance. These poems may be class work or the contributions of individual children. The poems and songs given below are some evidences of joyous work on the part of both teachers and children:

#### IF I WERE A TREE.



If I were a tree in the forest grand, How straight and strong I would stand.  
I would make a cozy home for all the little birds, And give shelter and shade to the flocks and herds.

If I were a tree in the forest grand,  
How straight and strong I would stand.  
I would make a cozy home for all the little birds,  
And give shelter and shade to the flocks and herds.

On the strongest arm that I could bring,  
Little children would come and swing,  
And then some day I would hope to be  
A ship that sailed the briny sea.

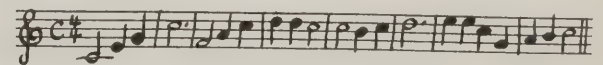
—Class Poem—Lauraville Second Grade.

#### SANTA CLAUS SONG.

Oh, Santa, you're a dandy!  
You bring us clothes and toys,  
You bring us nuts and candy:  
For we're good girls and boys!

—Mt. Winans, Second Grade.

#### BURR'S LULLABY.

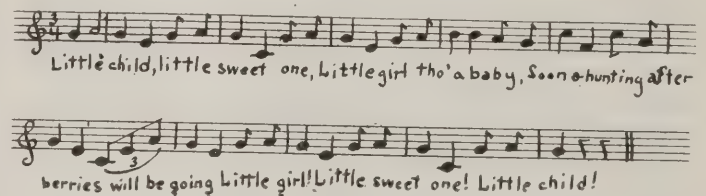


Hush, baby hush,  
Sharp teeth are in the brush.  
Sleep, baby sleep,  
Sabre-tooth is in the deep.

Rest, baby rest,  
Birdies are in the nest.  
Sleep, baby sleep,  
Fireflies their watch will keep.

—Highlandtown, Second Grade, Mary Rogers.

#### BURR'S SONG.



Little child, little sweet one, Little girl tho' a baby, Soon a-hunting after  
berries will be going little girl! Little sweet one! Little child!

Little child!  
Little sweet one!  
Little girl!  
Though a baby,  
Soon a-hunting after berries,  
Will be going.  
Little girl!  
Little sweet one!  
Little child!

Perhaps no musical form makes more appeal than the lullaby, particularly with the little children, because the lullaby experiences of babyhood still rest in memory. However, the teacher who sees in this simple music-making an opportunity for self-expression will find many avenues opening to her in the work of every-day which she may lift to a plane of art. It requires a sympathetic hand and intelligence to surmount difficulties.

"To take up this song-making as nothing but a musical exercise, approaching it from the technical rather than the poetic side, would be to rob it of all its value."—C. H. Farnsworth.

(To be continued.)



# COURSES IN NATURE WORK

OUTLINES OF PRACTICAL GRADE WORK THAT MAY BE FOLLOWED BY BUD AND TREE CLUBS

By E. E. RACE

Maryland State Normal School, Baltimore

THE following outline embodies the work in nature study that may well be done in connection with a Bud and Tree Club such as has been organized in the Model School of the Maryland State Normal School, Baltimore.

Although the mental attitudes and capacities of grade children and the method of instruction in nature study forbid a strictly logical and scientific procedure, nevertheless it is believed that the work here outlined is not scrappy, but is essentially sequential and cumulative.

The fact that young children are more interested in the æsthetic—beauty in form, color and design—and becoming merely acquainted with nature than in its economic phases, more in habit than structure and function, more in the living than in the inanimate, more in animals than plants, has been fundamental principles of organization. With age the conscious interest in function and adaptation to function, interrelations and larger economic aspects increases. Therefore such topics have been given a greater and greater emphasis in the higher grades.

Too much stress cannot be placed upon the principles that the work should be dignified, not trivial; center largely in problem solving, not formal and empirical, and be fundamentally on a field and experimental basis. Nature study or science that opens the eyes, develops the spirit of investigation and the power to weigh evidence and verify conclusions is vastly more educative than that which fills the head.

## *Insects.*

Grades I and II (identification).

- A. Size.
- B. Color (also pronounced markings).
- C. Form.

Grades III and IV.

- A, B and C for new forms.
- D. Life history (types).
  - 1. Changes in form.
  - 2. Changes in habit.
- E. Function.

Adaptability of parts.

Grades V and VI.

- A, B, C for new insects.
- D and E (in case of pests where significant).
- F. Importance of insects.
  - 1. As to locality.
    - (a) Insects of the household.
    - (b) Insects of the garden and orchard.
    - (c) Insects of the field and forest.
  - 2. As to value.
    - (a) Beautiful forms.
    - (b) Economical forms.
    - (c) Beneficial forms.
    - (d) Harmful forms.
    - (e) Doubtful forms.
- G. Means of control of pests.
  - 1. As to kind.
    - (a) Parasites.
    - (b) Predaceous forms.
  - 2. As to method.
    - (a) By natural enemies.
    - (b) Insecticides.
      - (1) Chemical constituents.
      - (2) Plants on which they may be used.
      - (3) Feeding habits of the pest.

## *Soils.*

Grades I and II.

- A. Collections.
  - 1. Pebbles.
  - 2. Soils—sand, clay, loam.
  - 3. Characteristics of soils and pebbles.

Grades III and IV.

- A. (Continued)—More varieties.
- B. Weathering and soil formation.
- C. Soil—tillage and crops.

Grades V and VI.

- C. (Continued.)
  - Soil as a vegetation control.
- D. Soil physics and chemistry.
  - 1. Simple analysis.
  - 2. Soil retentivity.
  - 3. Behavior when drying, etc.
- E. Value and formation of humus.
- F. Conservation of soils.

## *Trees.*

Grades I, II and III.

- A. Study of chosen tree by class or groups.
- B. Identification of common trees by:
  - 1. Outline, branching and spray.
  - 2. Leaves.
  - 3. Blossom and fruit.
- C. Sense games in identification.
- D. Seasonal changes.
  - 1. Chart showing year cycle, containing drawings, paintings, specimens from different seasons.
  - 2. Literature, art.
- E. Evergreens at Christmas.
- F. Collection—Leaves, seeds, nuts, pods, cones, etc.
  - 1. Simple classifications.
  - 2. Seed distribution charts.
    - (a) Those that travel by land.
    - (b) Those that travel by water.
    - (c) Those that roll.
    - (d) Those that catch rides.

G. *Cycles.*

- 1. Seed to seedling (tree from seed).
- 2. Flower to fruit.
- 3. Seedling to tree (tree from seed).
- 4. Bud to branch.
- 5. Some of the struggles of these cycles.

Grades IV and V.

- A-F. (Continued as expedient.)
- G. (Continued)—More intensive.
- H. Comparisons (class and group trees. Grades I to IV).
  - 1, Shape; 2, Trunks; 3, Branches and spray; 4, Leaves; 5, Leaf arrangement—simple inter-relations.
- I. Simple botany.
  - 1. Structure of leaf.
  - 2. Life of the tree.
    - (a) Parts—crown, trunk, roots.
    - (b) Function of each part in collecting, elaborating, distributing, etc.
    - (c) Reproduction—recall from cycle study.



1. Structure and growth of tree.
  - (a) Growth in thickness.
    - (1) Annual rings, sap wood, heart wood, inner bark, outer bark—uses of each.
    - (2) Medullary rays.
    - (3) Sections and grain.
  - (b) Growth in length.
    - (1) Terminal and lateral buds.
    - (2) Nodes and internodes.
    - (3) Terminal bud-scars (year rings).
4. Transpiration.
  - Simple experiments.
- J. Charts of trees and leaves.
  1. Time of ripening and falling seeds.
  2. Time of changing and falling leaves.
  3. Time of germination of seeds, etc.
- K. Care of trees.
  1. Trees of vicinity mapped and identified.
  2. Health inspection of mapped trees.

#### Grades VI, VII and VIII.

- I, J, K. (Continued)—Observation of:
  1. Time and performance of each tree function.
  2. Care and health of trees.
- L. *The Forest*.
  1. The forest as a whole.
    - (a) The forest floor.
    - (b) The canopy of leaves.
    - (c) The long, clean trunks.
    - (d) The interlocking branches.
    - (e) The dark, cool shade.
    - (f) The forest life.
  2. The tree in the forest.
    - (a) Relation to other lives.
      - (1) The struggle for existence.
      - (2) Cause of tall, straight, limbless branches.
    - (b) Decaying trees.
    - (c) Fungi.
  3. Kinds of forests.
    - (a) Pure and mixed forests.
    - (b) Conifers—sandy soil, high altitudes and latitudes.
    - (c) Deciduous trees — better soil, more warmth.
  4. Effect of forests.
    - (a) Climate—temperature, effect of temperature, humidity, rainfall.
    - (b) Forests as windbreakers.
    - (c) Fallen rain and snow.
      - (1) Retards evaporation and melting.
      - (2) Decreases run-off.
      - (3) Humus a reservoir for water.
      - (4) Decreases floods and regulates streams.
    - (d) Transpires water.
    - (e) Fixing shifting sand.
    - (f) Prevents erosion.
- M. Commercial value of a tree.
  1. Measurement of circumference and height.
  2. Estimation of board feet.
  3. Estimation of cordwood.
- N. Uses and value of wood.
  1. General discussion.
  2. Slow growth of trees.
  3. Age of trees in neighborhood.
  4. Preparation and study of sections.
  5. Adaptability of different varieties to special uses.

- O. Care of forests. (Elementary forestry.)
  1. Requirements for best returns.
    - (a) Protection—Fires, overgrazing, etc.
    - (b) Reproductive.
    - (c) Regular supply.
    - (d) Growing space.
  2. Wasteful and conservative lumbering.
- P. Miscellaneous.
  1. Our forest resources.
  2. Our forest service.
  3. Government reservations.
  4. Forest schools at home and abroad.
  5. Forests at home and abroad.
  6. Develop sentiment in favor of forestry.

#### *Birds.*

#### Grades I and II.

- A. Observational—Most common birds as types.
  1. Method—Assignments, field lessons, excursions.
  2. Subject—Home life and every-day affairs: Eating, singing, nest-building, locomotion (hopping, jumping, flying, etc.), work, play, care of young, etc.
- B. Stories by teachers and pupils—Emphasis on such as:
  1. Encourage right attitude toward birds.
  2. Encourage care of fledglings.
  3. Encourage observation of bird life.
  4. Usable in dramatization or manual work.
- C. Games and dramatization.
  1. Home life and every-day affairs of birds.
  2. Identifying new forms.
- D. *Manual work*.
  - Drawing, free-cutting, molding, etc.
- E. *Inspirational lessons*—Less common forms.
  1. Method—Stories, pictures, games, manual work.
  2. Identification in field.
- F. *Bird chart*.
  1. Winter residents.
  2. Spring arrivals.
  3. Fall departures.

#### Grades III and IV.

- A to F continued (as far as useful).
- G. State laws protecting birds.
- II. Investigations.
  1. English sparrow and crow.
    - (a) What they eat.
    - (b) Behavior toward other birds.
  2. Birds and cats.

#### Grades V, VI, VII.

- A, E, F—(Continued.)
- B, C, D—(Occasional.)
- G, H—(Reviewed.) H—(Continued.)
- I. Bird census.
- J. *Value of birds*.
  1. Topics.
    - (a) Birds as insect destroyers.
    - (b) Birds as weed-seed destroyers.
  2. Method.
    - (a) Personal observation.
    - (b) Statistics.
    - (c) Arithmetical computations.
- K. Ways of increasing number of birds.
  1. Helping the birds.
  2. Practical domestication of birds.
  3. Bird enemies—remedies.





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Pilgrims Going to Church

# FESTIVAL OF THE FRUITFUL YEAR

OUTLINES OF POSSIBILITIES FOR THE HARVEST AND THANKSGIVING CELEBRATIONS

By PETER W. DYKEMA

Director of Music and Festivals, Ethical Culture School, New York City

THERE are presented below a large number of suggestions for celebrations appropriate to Thanksgiving time. While they are intended for use in the school, many of them can easily be transferred to the home. As the festival idea grows in the country we shall have in the homes many small festal gatherings with programs.

Outlines only of the various celebrations are given in this article, both because the limits of space here forbid fuller treatment and because in "The Festival Book," just published by the MacMillan Company, there is such a wealth of material dealing with the significance of the festival spirit, the origin and development of festivals, together with detailed instructions regarding the method of using literary, historical, musical, art, dancing, costuming, and various other elements which enter into the preparation and presentation of the festival, that the interested reader can consult this book for further help.

## I. The General Idea of Thanksgiving.

A. The religious conception. The spirit of gratitude should be present in some form in all Thanksgiving celebrations, but the school festival, for various reasons which need not here be discussed, would better not attempt to deal with the religious conception of returning thanks to the Divine Giver. This is essentially the province of the Church and Sunday-school.

B. National. Presidents' Proclamations. A study of a number of the most significant ones. These might be read in various scenes which should represent events typical of the national conditions under which the proclamation was issued. As a prologue, the proclamation of Governor Bradford might be used. (For much under this heading see ATLANTIC EDUCATIONAL JOURNAL, November, 1910.)

C. State. The same process might be applied in the State or smaller divisions. Many Governors have issued proclamations.

D. In general. Scenes representing the progress of civilization, in general or in special lines, could be used as the

Thanksgiving theme. J. W. Alexander's series of six paintings in the Congressional Library on the development of printing will illustrate one method of indicating significant steps in progress. The problems which should be considered are almost endless. Here are a few: Shelter—from the early cave and tree dwellers through tents and huts up to the comfort of modern homes; clothing—skins and rough weaving; the spinning-wheel and home-made clothing up to the wonderful products of today; food—herbs, nuts, and the foraging of the individual hunter up through the growth in variety, quality, etc., due to co-operation as we come to the world-wide products which are now upon every table in our land; transportation—from the rude drag-sled through clumsy carts and wagons, floating logs and dug-outs up to the steamboat, train, automobile and airship; communication—such material as the Alexander pictures just mentioned, and also the mail carrier from foot-traveler, stage coach to our modern postal, telegraph, telephone and wireless service; tolerance of different ideas and ideals—death of Socrates, persecution of Galileo, witchcraft in Salem,\* etc.; war and peace;

\*NOTE.—The following suggestive outline was handed in by a student in our Festival Course:

I have in mind a drama of three acts, possibly four. The first act, first scene, would be a group of children at play. The conversation might be about the persecution of witches, which was common at that period in England and of which they heard through their parents. In this scene I should introduce an old lady with a cane and carrying a black cat.

The second scene would be the home of some of these children, where they would accuse the old lady of bewitching them. They might act queerly to heighten the effect (all in a spirit of fun, which should have been arranged in the first scene). The parents, however, should take it seriously.

The second act, Scene I, would be a public place of meeting, where the fathers had assembled to devise some means to punish the culprits or witches.

Scene II. The victims are before the judges defending themselves, found guilty, and sentenced.

Act III. Scene I. A place of worship. The people have awakened from their wicked delusion, have expressed sorrow for the part they have taken in this cruel persecution, and have offered thanks to God for having at last been delivered from this wicked spell.

Miss B. A. NOONE.



treatment of criminals, infirm, poor; art in its various branches; education and schooling, and so the list might be continued. Moreover, any one of these topics could be greatly subdivided. For instance, schooling affords most interesting material in each one of its branches. The development of mathematics, for example, is a fascinating story; the teaching of music to children has many amusing and suggestive details. One of the quaintest of these is connected with the rise of the singing school in New England.



Pilgrim Exiles

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## II. Harvest.

A. How Various Nations Celebrate the Gathering In of Crops. A study of the celebration as affected by the nature of the people and the kind of crops. Corn and wheat, and our Northern peoples; grapes and wine, and the peoples of Spain, France and Italy; rice and Orientals; fruits, apples and cider; pumpkins, squashes and pies. (See Fraser's "The Golden Bough.")

B. Special Harvest Festivals.

1. English Harvest Home, with the various ceremonies and games connected therewith. "The Corn Baby is the survival of some old goddess of the harvest." (See Chambers' "Book of Days.")

2. Indian Corn Festival. Suggestions for this may be found in Longfellow's "Hiawatha," in Curtis' "Indian Book," and similar publications. Mr. Harry N. Baum has written a poetical drama, "Mondamin," which is now available, free of charge for school use. (ATLANTIC EDUCATIONAL JOURNAL, September and October, 1911.)

3. The Greek Autumn Festival and the Roman celebration. In looking up material for these celebrations one will find a number of quaint ceremonies, and, especially, much that is new in costumes, decorations (consider the possibilities when one can use wheat, barley, grapes, olives, figs, lemons, oranges, etc.), games, contests and graceful moving figures.

## III. Thanksgiving.

A. The Pilgrims. A play can easily be constructed by the children. It might portray incidents in England which led them to leave home; their life in Holland; reasons for departure for American shores; a scene on the water—signing of the compact; landing of the Pilgrims (with Mrs. Hemans' hymn and some of the church tunes); meeting with the Indians; the first hard winter; the first Thanksgiving. Such plays have been written by the children in numerous schools. One is given in the Teachers' College Record for 1907.

B. Typical Thanksgiving Days in Our History. (a) 1621; (b) at the beginning of the eighteenth century, 1715; (c) Revolutionary times, 1776, or thereabouts; (d) after the installation of Washington; (e) 1849, on Western trail; (f) 1863, in the midst of Civil War; (g) at the present; (h) in the future.

C. Manifestation of Thanksgiving Spirit—caring for others. The sharing idea; modern methods of charity. This might well be connected with some systematic giving

by the children of the institution presenting the entertainment. If each child brings in individual offerings, such as fruit, vegetables, etc., these might be arranged in artistic groups for exhibition. The means of packing and distributing could be indicated, and in some way the needs of the people to whom these gifts are to go might be portrayed. Such a festival might be called the dramatization of present day organized giving as contrasted with the old individual doling out of favors.

## IV. Use of Material Already Prepared—Dramas, Stories, Poems, etc.

A. The Ceres and Persephone Story. This exists in several versions. Miss Maud Menefee's Ceres and Persephone\* is a delightful little play for children, which could be given anywhere from grade five through the first year of high school. Demeter, by Robert Bridges (University Press, Cambridge, England), treats the same theme in a much more elevated style. This requires mature students. We have given it with the normal students in the second year, using only young women. It can, however, be given by a strong mixed high-school class of the third or fourth year. Swinburne has several poems on Proserpine, as The Goddess of Death, whose journey each year to the under world causes the blight of winter and whose return in the spring brings new birth to all vegetation. Both in the Hymn to Proserpine and in The Garden of Proserpine Swinburne sings the praise of death, whose serenity and calm are everlasting peace after the turmoil of living.

B. Old English Material. In the old play of The Killing of Abel (Townley Mysteries) is a splendid dramatic story showing the value of right sacrifice of the tithe of the crops as a thanksgiving offering to the God of the Harvest. In this legend Abel is killed because he insists that Cain shall give up his best. Cain's meager tithe will not burn; the smoke is rank and chokes him. In anger he fells Abel with a huge mutton bone. Mr. W. H. Mearns of the School of Pedagogy, Philadelphia, has made an adaptation of this into modern English. Any persons who are interested in following up this suggestion may write to him for the material.

C. Longfellow's "Evangeline" and the "Courtship of Miles Standish" fall in well with the Thanksgiving idea. Prepared dramatization of these can be had of Houghton, Mifflin & Co., but they can probably be of greater educational value if prepared by the children under the direction of a regular teacher.

D. There are a number of stories which, while they have no definite reference to Thanksgiving, still essentially reinforce the lesson of the day. These could easily be turned into dramatic form and used as little plays. One is the story by Mary Wilkins Freeman entitled "The Green Door," published by Moffat, Yard & Co.; price 75 cents. In this story a girl and a boy, on account of prying



Priscilla

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\*May be purchased by addressing Mrs. Maud Menefee Bradley, Allendale School, Lake Villa, Illinois.



into a secret opening, the green door, suddenly find themselves back in the life of their great ancestors, and are obliged to suffer all the privations and dangers of that life. After many salutary experiences they finally return to their own homes. Now they are filled with gratitude at the conditions around them and vow to be better ever afterwards.

#### V. *Pantomime, or Living Pictures.*

Either as an entire entertainment, or as a part of one in which there is speaking, scenes without speaking may be introduced. The simplest method is to represent paintings which are well known by the audience. For instance, New England celebrations may include the representing of such pictures as the departure of the May Flower from Holland, the return of the May Flower, Pilgrims going to church, John Alden and Priscilla (all of these may be obtained in the Perry and Brown pictures).

#### VI. *Fanciful Material.*

##### A. Closely related to Thanksgiving.

1. A suggestive program involving geographical, historical, musical, literary and other material might consist of the life-history of the various items which are used in the Thanksgiving dinner. These might be personified or even impersonated; they might be given as shadow pictures or as enlarged mirror reflections, or, more simply still, a drawing of them might be shown while some pupil, out of sight, reads the autobiography of the celery, turkey, potato, cranberry, etc. A significant contrast would be afforded by comparing the meagerness of the early times with the plenty of today. An entire festival might be constructed with corn as the theme, using Whittier's "Corn Song" as a suggestive outline.\* The same idea is developed in a more rollicking, even convivial, spirit in the Old English Folk-song, "Sir John Barleycorn" (in Gould & Sharp's "English Folk-songs," published by Curwen &

Sons, London). The apple alone might be worthy of a Thanksgiving festival—its place in the history of the world; its culture; planting, tending, grafting, spraying, packing. In fact, there is a large amount of material which the agricultural colleges can give for an apple festival: the varieties of apples; what their names come from; apples in cooking; some of the delicious dishes; apples as decorations, not forgetting the perfume of the blossoms. Apple games: bobbing for apples; Johnny Apple Seed; paring apples and throwing the skin over the shoulder.

Likewise there are fine possibilities with the pumpkin, which may be carried over from Hallow'een; Jack-o'-Lantern drills or processions.

2. Thanksgiving as the family reunion day—the homecoming of the children to the roof of their early days. Good suggestions will be found in Lydia Maria Child's "Over the River and Through the Wood." The story may be continued by showing the games played by the company, the stories of former days told by grandfather, etc.

B. Slight Relations to Thanksgiving. Taking the pumpkin as the connecting idea, the story of Cinderella might be dramatized and made into a very pretty play for young children. The main scene should take place, if possible, at the harvest time. The ball, for example, might be a general rejoicing over crops. Much should be made of the pumpkin.

Other material of this kind may be Grimm's story of the "Elves and the Shoemaker;" some of the Aesop Fables, such as "Fox and Grapes;" Beatrice Potter's story of "Peter Rabbit;" L. Frank Baum's "Wizard of Oz," etc.

There might also be dramatized a number of animal stories or songs. The Uncle Remus stories are rich in possibilities. In Neidlinger's "Small Songs for Small Singers" (G. Schirmer, New York city; 60 cents) are

\*This may best be shown by quoting the introduction and outline of scenes of a play given by Eighth Grade children in the Ethical Culture School.

#### WHY CORN IS THE THEME.

The reason why we have selected corn for the theme of our Thanksgiving entertainment is very simple: Without corn there would not have been any Thanksgiving; at least the first Thanksgiving would have been impossible.

You will remember that the Pilgrims set sail not for New England, but for Virginia. They were driven out of their course, and when they finally landed upon the bleak coast of New England they were quite unprepared for the severities of the climate. Without the corn which the Indians had stored away in the earth for their own use, and which they now bartered to the Pilgrims, it is probable that the whole band must have perished during that first awful winter. When at last spring came, and the Indians were hostile, it was the corn again that the Pilgrims planted above the graves of their dead so that the Indians might not discover how many they were. It was the corn, too, that they cultivated most carefully in the little clearings they had made in the forest during all the summer, and when the fall came with its harvest, and the first Thanksgiving was proclaimed, it was the corn that had the first place in the celebration.

We found the story of the corn very well told in Whittier's "Corn Song," only as that was written as a part of a larger poem, "The Huskers," we found it necessary to rearrange the stanzas so that they might give the account in natural order. As rearranged the poem tells first of the plowing and the planting, then of the growing during the summer, the harvest and husking, the grinding and sifting, the cooking and eating, ending finally with two stanzas of thanksgiving. The little play that follows is hardly more than an attempt to dramatize, to act out, some parts of this song.

##### I. Scene 1. Buying and Planting the Corn.

Time—That of the early Pilgrims.

Place—A newly-cleared field (stumps still standing).

Persons—A Pilgrim father, two children, and an Indian.

Incidents—The barter, the proverb, the planting, the rhyme, the rebuke, the call to supper.

##### II. The first four stanzas of the "Corn Song."

A summary of the history of the corn so far (stanzas 1 and 2, and a description leading to the next scene (stanzas 3 and 4).

##### III. Scene 2. The Husking Bee.

###### Part 1. Husking the Corn.

Time—Several generations later than Scene 1.

Place—A New England barn.

Persons—A farmer, his son, daughter and neighbors.

Incidents—Singing of stanzas 5 and 6 of "Corn Song" by Grade VII, and later by Grades VII and VIII; braiding of seed corn; finding of red ear; rhyme; finding of crooked ear; dialogue.

##### IV. Song: "Harvest Home" ("Wake Viol and Flute"), p. 63 Second Book of Modern Music Series, in preparation for the frolic scene.

##### V. Scene 2. The Husking Bee.

###### Part 2. The Frolic.

Time, etc., as in Part 1.

Incidents—Game of blind man's buff; cornstalk fiddles, etc.; music and dancing; song, "Wake Viol and Flute," by Grades VII and VIII.

##### VI. Song: "The Dying Year," p. 140, by Grade VII, in preparation for the home scene; desolation outside, but cheerful within.

##### VII. Scene 3. Thanksgiving Eve at Home.

Time as in Scene 2.

Place—An old-fashioned kitchen.

Persons—A father, mother, grandmother and children.

Incidents—Pounding the corn; sifting the meal; setting the table; corn-meal mush; stanzas 7 and 8 of "Corn Song" by Grade VII; return of father; dialogue; gathering about the table; stanzas 9 and 10 of "Corn Song" by Grade VII; curtain; popcorn; cornstalk fiddles; Thanksgiving song; Indian legend of origin of corn; reading; sewing; spinning; tableau, "Home Sweet Home."



good songs of "Mr. Duck and Mr. Turkey," "Mr. Frog," "The Little Chicken," "The Whale," etc.

#### Decorations.

These unorganized and by no means complete suggestions for decorations in a Thanksgiving festival are added here. The material to be used may be either natural fruits, vegetables, etc., or decorative designs.

A. Fruits and Vegetables: stacks of corn, pumpkins, squashes, apples, grapes, etc.

B. Trees or vines loaded with fruit.

C. Festoons and Garlands in Roman, Renaissance and modern style.

D. Flowers: golden rod, aster, sumac; autumnal leaves: maple, oak, birch, etc.

E. Farming Implements: scythe, plow, flail, harrow, shepherd's crook, spinning-wheel, pickax, shovel, etc.

F. Autumn Deities: Ceres, Persephone, Autumnus, Mondamin. (These are most simply represented by the names lettered with symbolic decorations.)

G. Old-time Furniture: chairs, cradles, etc. These may not only be represented by drawing or in silhouette, but a collection and exhibition of them drawn from many houses and garrets may be made.

H. Log Cabins and Wigwams compared with the modern house.

I. Various works of art relating to all the above topics: the Perry and Brown pictures will be suggestive.

J. Although inferior to most of the above means, when nothing better is available, blackboard drawing can frequently be used to advantage. In many of the magazines, in some books, such as Mara L. Pratt's "America's Stories for America's Children," page 89, will be found suggestions for such scenes as the Departure of the May Flower, the Landing of the Pilgrims, etc.

NOTE.—Helpful suggestions along the above lines and others will be found in the School Arts Book from month to month. (Consult general yearly index.)

#### BIBLIOGRAPHY

Each teacher will of course rely for her material chiefly on the books immediately available in her neighborhood. The following incomplete list may, however, be helpful in suggesting sources that might otherwise be neglected:

##### A.—GENERAL REFERENCE BOOKS.

- Chambers: Book of Days.  
 Strutt: Sports and Pastimes of the People of England (Bohn's Library).  
 Fraser: The Golden Bough—a study of primitive religious rites, including the ceremonies of tillage, etc. (Macmillan).  
 Deems: Holy Days and Holidays (Funk & Wagnalls).  
 Harper (Pub. Co.): Book of Facts (Harpers).  
 Fatten: The Year's Festivals (Este).  
 Brand-Hazlitt: Observations on Popular Antiquities, 3 vols. (Bohn's Library).  
 Dyer: British Popular Customs, Past and Present (Bohn).  
 Schauffler: Thanksgiving: Its Origin, Celebration and Significance as Related in Prose and Verse (Moffatt).  
 Teachers' College Record, Jan., 1911: A Harvest Festival and a Motivated Thanksgiving Program.  
 Kimmins: The Guild of Play Books of Festival and Dance (Curren & Sons, London). [Although containing little material intended especially for a Harvest celebration, these books are very suggestive for all kinds of festivities. Vol. 1 deals with many types of festivals; Vol. 2 with Christmas; Vol. 3 with national dances of 15 nations. Each book is minute in its directions and suggestions and is excellently adapted as an introduction to the new opening world of dances for children. Other works, such as those bearing on Morris Dancing, may be obtained from the same publishers and from the H. W. Gray Co., New York city.]

##### B.—THE NEW ENGLAND THANKSGIVING.

- Ames, Azel: The Mayflower and Her Log (Houghton Mifflin). A mine of minute detail of life and materials.  
 Griffis, W. E.: The Pilgrims in Holland and America (Houghton Mifflin). Suggestive information.  
 Cogswell, Wm.: New England Historical and Genealogical Register (published by S. G. Drake, Boston). Supplies many quaint personal details.  
 Winthrop, John: History of New England, 1630-1649, by the Governor of Massachusetts Bay, from his own original manuscript (Little, Brown & Co., Boston). Most valuable original material.  
 Elson: History of American Music (Harper's).  
 Ritter: Music in America.

To the above references may be added the following, suggested by students in the Allegany County, Maryland, Teachers' Continuation School, August, 1911:

Much rich material has been given in the ATLANTIC EDUCATIONAL JOURNAL, October and November issues (October, 1908, article on The First Thanksgiving); Baltimore and Western Michigan State Normal School Courses of Study.

Ridpath's History gives good description of Samoset's and Squanto's first sudden appearance to the colonists. The First Thanksgiving Feast with Massasoit and his braves contributing popcorn might be interesting to dramatize.

In Jane Andrews' book, "The Boys on the Road from Long Ago Till Now," "Ezekial Fuller" is interesting and good for presenting Puritan life and persecution in England.

From "Grandfather's Chair," by Hawthorne, might be taken "The Pine-Tree Shillings" to teach the money of that period; also for description of dress in the first chapter.

"The White Man's Foot" from Hiawatha could be given by children costumed as Indians listening to Iagoo telling of the "white-painted people" coming in "winged canoes."

- Moore's Pilgrims and Puritans.  
 Indian Stories Retold, from St. Nicholas.  
 Mara L. Pratt's America's Story for American Children.  
 Alice Morse Earle's Home Life in Colonial Days.  
 Young's Chronicles of the Pilgrim Fathers (contains Bradford's Journal).  
 "Mary of Plymouth."  
 Houses of Colonial Children.

##### SOME OTHER STORIES, POEMS, AND REFERENCES FOR THANKSGIVING.

- Wiggin, The Story Hour: The First Thanksgiving.  
 Poulsson, In the Child's World: How Patty Gave Thanks.  
 Susan Coolidge, Poems: The Thanksgiving Turkey.  
 Poulsson, In the Child's World: A Boston Thanksgiving.  
 Anna Chase Davis, History Stories.  
 Channing, First Lessons in United States History.  
 Mace, Hero Stories from American History.  
 Tappan, American Hero Stories.  
 The Mayflower, by Erastus W. Ellsworth.  
 The Landing of the Pilgrims, by Mrs. Hemans.  
 For What Should We Give Thanks?  
 What Was Governor Bradford's Proclamation?

##### REFERENCES FOR A GREEK FESTIVAL.

- Church's Greek Story and Song.  
 Halbrook's Round the Year in Myth and Song.  
 Finally, as general sources for references, the following

##### THANKSGIVING READING LISTS,

- as suggested by Mr. Harry N. Baum, may here be given.  
 Chicago Public Library—Special Bulletin No. 2, Nov., 1903.  
 Cleveland Public Library—Special Reading List, Thanksgiving, Wilson, 1905.  
 Denver (Col.) Public Library—Bulletin, Nov., 1905.  
 Evanston (Ill.) Public Library—Holiday Bulletin No. 10.  
 Kansas City (Mo.) Public Library—Quarterly, Oct., 1906.  
 Los Angeles (Cal.) Public Library—Monthly Bulletin, Nov., 1901.  
 McCurdy, R. M.—Bibliography of Articles Relating to Holidays, pp. 44-46.  
 St. Louis (Mo.) Public Library—Magazine, Nov., 1897.  
 Salem (Mass.) Public Library—Bulletin, Nov., 1897.  
 Seattle (Wash.) Public Library—Bulletin, Nov., 1906.  
 Springfield (Mass.) Public Library—Bulletin, Nov., 1904.  
 Wilkes-Barre (Pa.) Osterhout Free Library—Bulletin, Nov., 1902.



# TOPICAL OUTLINE AND STUDY GUIDE

HISTORY OF THE UNITED STATES: IX—SECESSION AND THE CIVIL WAR (1860-1865)

By J. MONTGOMERY GAMBRILL

Head of the Department of History and Civics, Baltimore Polytechnic Institute

NOTE: *The Outline and Study Guide* was prepared for the use of high-school classes, but can be readily simplified and adapted for grammar-grade work. It may also prove useful to grammar-grade teachers in planning and conducting their work.

[Continued from September.]

## 1<sup>1</sup> VICTORY OF A SECTIONAL PARTY.

- 1<sup>2</sup> Political situation in 1860.
- 2<sup>2</sup> The nominating conventions—platforms and candidates; parties in the contest.
- 3<sup>2</sup> The campaign; analysis and interpretation of the vote (electoral and popular).
- 4<sup>2</sup> Significance and consequences of the election.

## 2<sup>1</sup> PROCESS OF SECTIONALIZATION COMPLETED (1860-1861).

- 1<sup>2</sup> Secession of South Carolina (December 21).
- 2<sup>2</sup> President Buchanan's attitude in the crisis.
- 3<sup>2</sup> Secession of the Gulf States (January 9-February 1).
- 4<sup>2</sup> Federal property in the South; the question of Fort Sumter.
- 5<sup>2</sup> The several attempts to conciliate the South.
- 6<sup>2</sup> Organization of a Southern Confederacy; the new government inaugurated (February 4-February 18).
- 7<sup>2</sup> Inauguration of Lincoln; the new Cabinet; the President's policy as defined in the inaugural address.
- 8<sup>2</sup> The issue of war decided.
  - 1<sup>3</sup> The capture of Fort Sumter (April 13).
  - 2<sup>3</sup> Lincoln's proclamations.
  - 3<sup>3</sup> Secession of four other States (April 17-June 8).
  - 4<sup>3</sup> Outburst of feeling and preparation for war—North and South.

## 3<sup>1</sup> ISSUES AND CAUSES OF THE WAR.

- 1<sup>2</sup> Grievances of the opposing sections.
  - 1<sup>3</sup> Of the South; reasons for secession.
  - 2<sup>3</sup> Of the North; reasons for resentment against the South.
- 2<sup>2</sup> Theories of the nature and purpose of the war.
  - 1<sup>3</sup> View of the North—resolution of July, 1861; statements of President Lincoln.
  - 2<sup>3</sup> View of the South.
  - 3<sup>3</sup> Question of the belligerency of the Southern Confederacy.
    - 1<sup>4</sup> Importance of the question, politically and Constitutionally; practical difficulties (Hart, Sec. 373 and Sec. 377, 1st Par.).
    - 2<sup>4</sup> The blockade and what it implied.
    - 3<sup>4</sup> Relations with the South—exchange of prisoners, negotiations, etc.
    - 4<sup>4</sup> Attitude of England and other European countries (Hart, Sec. 379, 1st Par.).
- 3<sup>2</sup> Summary of causes.
  - 1<sup>3</sup> Immediate.
  - 2<sup>3</sup> Fundamental and underlying.

## 4<sup>1</sup> THE OPPOSING SECTIONS ON THE EVE OF WAR.

- 1<sup>2</sup> The military problem confronting each of the antagonists.
- 2<sup>2</sup> Comparative resources and advantages of the North and the South.
  - Population, industries, wealth, government, character of the people, preparedness for war.
- 3<sup>2</sup> Division of sentiment in the two sections.
- 4<sup>2</sup> The border States; importance; part in the war.
- 5<sup>2</sup> Leading men (both sections).

## 5<sup>1</sup> THE WAR (Explain the objects, leaders and outcome of each campaign or series of operations, and of each important battle).

- 1<sup>2</sup> The first hostile movements (1861).
  - 1<sup>3</sup> The blockade of the Southern coast.
  - 2<sup>3</sup> Confederate privateers.
  - 3<sup>3</sup> Battle of Bull Run (July 21); effects.
  - 4<sup>3</sup> The Union Navy—Fort Hatteras (August), Hilton Head (November).
  - 5<sup>3</sup> The struggle to hold Kentucky and Missouri.
- 2<sup>2</sup> Campaigns of 1862.
  - 1<sup>3</sup> The Union advance in the West.
    - 1<sup>4</sup> Valley of the Tennessee—Forts Henry and Donelson (February 6-February 16); battles of Shiloh, Iuka and Corinth (April 6-October 4).
    - 2<sup>4</sup> Missouri and Arkansas; battle of Pea Ridge.
    - 3<sup>4</sup> Kentucky and Tennessee—Bragg's invasion; battles of Perryville and Murfreesboro (August-December).
  - 2<sup>3</sup> Conquering the line of the Mississippi.
    - 1<sup>4</sup> From above—Island No. 10; advance toward Vicksburg (April-December).
    - 2<sup>4</sup> From below—Farragut and the capture of New Orleans (April).
- 3<sup>2</sup> The war in the East.
  - 1<sup>4</sup> The *Merrimac* and the *Monitor*; influence on naval warfare.
  - 2<sup>4</sup> McClellan and the Peninsula campaign (April-July).
    - 1<sup>5</sup> The advance; siege of Yorktown; battles of Williamsburg, Seven Pines and Fair Oaks.
    - 2<sup>5</sup> Jackson's diversions in the Shenandoah Valley.
    - 3<sup>5</sup> "Seven days' battles."
    - 4<sup>5</sup> Retreat and failure.
  - 3<sup>4</sup> Pope and second Bull Run (July-August).
  - 4<sup>4</sup> Lee's invasion of Maryland (September); Harper's Ferry; South Mountain, Antietam.
  - 5<sup>4</sup> Burnside and Fredericksburg (December).
- 3<sup>2</sup> Campaigns of 1863.
  - 1<sup>3</sup> Plans for Union advance: on the Mississippi, in the central West, in the East.



- 2<sup>3</sup> The war in the East.
  - 1<sup>4</sup> Hooker and the campaign of Chancellorsville (January 25-May 5).
  - 2<sup>4</sup> Lee's second invasion of the North; Gettysburg (July 1-3).
- 3<sup>3</sup> Grant on the Mississippi.
  - 1<sup>4</sup> Campaign against Vicksburg (surrender, July 4).
  - 2<sup>4</sup> Banks takes Port Hudson (July 9).
- 4<sup>3</sup> The campaigns about Chattanooga.
  - 1<sup>4</sup> Rosecrans takes Chattanooga.
  - 2<sup>4</sup> Battle of Chickamauga (September 19-20).
  - 3<sup>4</sup> Bragg besieges Chattanooga; arrival of Grant and Sherman.
  - 4<sup>4</sup> Movements of Sherman, Hooker and Thomas; battles of Lookout Mountain and Missionary Ridge (November 23-25).
  - 5<sup>4</sup> Retreat of Bragg.
- 5<sup>3</sup> Raids and raiders; Mosby and Morgan.
- 4<sup>2</sup> Exhaustion and overthrow of the Confederacy (1864-1865).
  - 1<sup>3</sup> Grant a lieutenant-general and placed in supreme command of the Union armies (March, 1864); Sherman in command in the West.
  - 2<sup>3</sup> Grant's Virginia campaigns (1864).
    - 1<sup>4</sup> Battles of the Wilderness, Spottsylvania and Cold Harbor (May 5-June 3).
    - 2<sup>4</sup> Sheridan's cavalry raid (May 9-25).
    - 3<sup>4</sup> Siege of Petersburg; Early's raid and its purpose.
    - 4<sup>4</sup> Sheridan's campaign in the Shenandoah Valley; battle of Cedar Creek (August-November).
  - 3<sup>3</sup> Sherman's campaign in the West and South (1864).
    - 1<sup>4</sup> The advance from Chattanooga to Atlanta (May 3-September 4).
    - 2<sup>4</sup> Thomas and Hood; battles of Franklin and Nashville (August-December).
    - 3<sup>4</sup> "The March to the Sea" (November 15-December 21)
- 4<sup>3</sup> The navy.
  - 1<sup>4</sup> Fight of the *Kearsarge* and *Alabama* (June 19, 1864).
  - 2<sup>4</sup> Farragut in Mobile Bay (August, 1864).
  - 3<sup>4</sup> Capture of Fort Fisher (January, 1865).
- 5<sup>3</sup> The end (1865).
  - 1<sup>4</sup> Sherman's advance through the Carolinas: Columbia, Charleston, Bentonville, Raleigh (January-April).
  - 2<sup>4</sup> Fall of Richmond (April 3); surrender of Lee to Grant (April 9).
  - 3<sup>4</sup> Johnston surrenders to Sherman (April 26).
  - 4<sup>4</sup> Capture of Jefferson Davis (May 10).
  - 5<sup>4</sup> Terms of peace.
- 5<sup>2</sup> The leading soldiers of the war on both sides.
 

Biographical sketch, personality, characteristics and ability as a general.
- 6<sup>1</sup> FOREIGN RELATIONS.
  - 1<sup>2</sup> Relations with England.
    - 1<sup>3</sup> English sentiment regarding the war; attitude of the Government.
    - 2<sup>3</sup> The Trent affair—the incident; the question involved; the results.
    - 3<sup>3</sup> Effects of the varying fortune of war; of the Emancipation Proclamation.
    - 4<sup>3</sup> British violations of neutrality.
    - 5<sup>3</sup> Position and services of Charles Francis Adams.
  - 2<sup>2</sup> Relations with France.
    - 1<sup>3</sup> Attitude of the French Government toward the war.
    - 2<sup>3</sup> French intervention in Mexico; questions involved; policy of the United States.
  - 3<sup>2</sup> Relations with Russia.
- 7<sup>1</sup> THE ABOLITION OF SLAVERY (1861-1865).
  - 1<sup>2</sup> Irregular action by military authorities.
    - 1<sup>3</sup> General Butler's "contraband" declaration (May, 1861).
    - 2<sup>3</sup> Proclamations of General Fremont (August, 1861) and General Hunter (May, 1862); why disavowed by the President.
  - 2<sup>2</sup> Anti-slavery legislation by Congress (explain the provisions of, and the Constitutional authority for, each act).
    - 1<sup>3</sup> First Confiscation Act (August 6, 1861).
    - 2<sup>3</sup> Act forbidding soldiers to return fugitive slaves (March 13, 1862).
    - 3<sup>3</sup> Joint resolution on compensated emancipation (April 10, 1862).
    - 4<sup>3</sup> Abolition of slavery in the District of Columbia (April 16, 1862).
    - 5<sup>3</sup> Abolition of slavery in Territories (June 19, 1862).
    - 6<sup>3</sup> Second Confiscation Act (July 17, 1862).
    - 7<sup>3</sup> Repeal of the Fugitive Slave Act (1864).
  - 3<sup>2</sup> The Emancipation Proclamation (January 1, 1863).
    - 1<sup>3</sup> Preliminary circumstances; the first proclamation (date? provisions?).
    - 2<sup>3</sup> Final proclamation.
      - 1<sup>4</sup> Provisions.
      - 2<sup>4</sup> What was the legal authority for an executive proclamation freeing slaves?
      - 3<sup>4</sup> Effects—in the North? In the South? In Europe?
  - 4<sup>2</sup> Emancipation by State action.
    - 1<sup>3</sup> In loyal border States.
    - 2<sup>3</sup> In seceded States by reconstruction governments.
  - 5<sup>2</sup> Thirteenth Amendment to the Federal Constitution (ratified December 18, 1865).
    - 1<sup>3</sup> Circumstances leading to its adoption.
    - 2<sup>3</sup> Provisions (read text of the amendment in the Constitution).
- 8<sup>1</sup> CONDITIONS IN THE NORTH DURING THE WAR.
  - 1<sup>2</sup> The problem of financial support for the war.
    - 1<sup>3</sup> Conditions at the opening of the war.
    - 2<sup>3</sup> Various measures for raising revenue.
    - 3<sup>3</sup> Loans and the National debt.
    - 4<sup>3</sup> Legal tender notes authorized (February 25, 1862).
    - 5<sup>3</sup> National Bank Act (June 3, 1864).
    - 6<sup>3</sup> Kinds of currency in circulation.



- 2<sup>2</sup> Business and industrial conditions.
- 3<sup>2</sup> Sentiment among the people; government and political affairs.
  - 1<sup>3</sup> Division of the people on war issues.
  - 2<sup>3</sup> Military government.
 

Cite acts, executive, legislative, and judicial in character, that were arbitrary in nature and had not been done in time of peace.
  - 3<sup>3</sup> Conscription and the "draft riots."
  - 4<sup>3</sup> Elections.
    - 1<sup>4</sup> Congressional election of 1862—issues and results
    - 2<sup>4</sup> Presidential election of 1864—parties, candidates, issues, results.
- 4<sup>2</sup> Lincoln—the essential man.
  - 1<sup>3</sup> Early life, public career, personal characteristics.
  - 2<sup>3</sup> Why he was the essential man for the crisis of civil war.
  - 3<sup>3</sup> Assassination; results.

#### 9<sup>1</sup> CONDITIONS IN THE SOUTH DURING THE WAR.

Discuss especially the following (as far as information can be obtained): sentiment among the people regarding the war, methods of the government, prominence of the executive, industrial conditions, finances and currency, the negroes, Southern war prisons.

#### 10<sup>1</sup> RESULTS OF THE WAR.

- 1<sup>2</sup> Cost to the country as a whole (North and South) in money and in men.
  - 2<sup>2</sup> Indirect cost in destruction of property, interference with business, etc.
  - 3<sup>2</sup> Social, political and economic results.
- (To be continued next month.)

## GAME FOR OCTOBER

A PLAYGROUND FAVORITE THAT MAY BE SUCCESSFULLY USED IN PRIMARY GRADE AND KINDERGARTEN

By EMILY BUCHHOLZ

Baltimore Public School and Director of Chester (Pa.) Summer Playground

IN a series of very brief papers I shall attempt to place before THE JOURNAL readers such games as prove most popular with the patrons of summer playgrounds. There is, of course, a great difference between the teacher's work in a public school and the task of a director in a summer playground. In the school the first aim is to teach; in the playground the primary purpose is to keep the child out of mischief or danger by directing its youthful enthusiasm along lines of good, healthful play—play that will invigorate and develop the little ones placed by their parents in the playgrounds.

But the aim of the playground director is, at the same time, along educational lines, and in as far as she may be able to do so she encourages the children to engage in sports that will develop them mentally as well as physically. For that reason the games that are to be described in these little "thumbnail" papers do not lose sight of the fact that the child may be put to play that will not only keep it out of mischief, but that will develop its lungs and

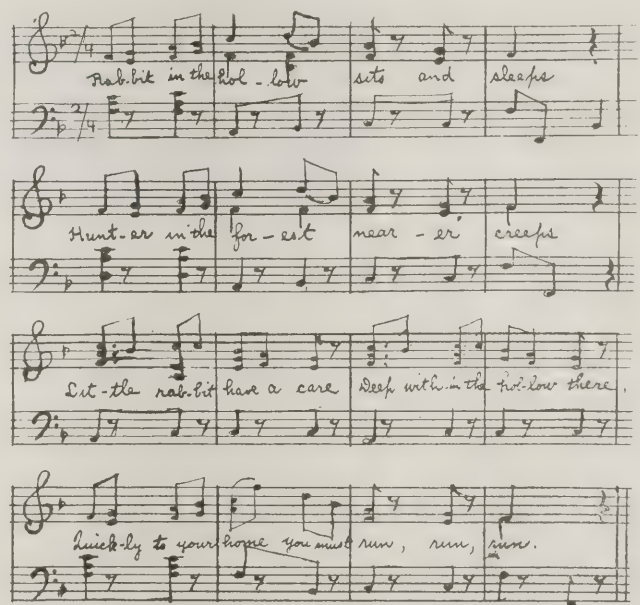
muscles, and that will, at the same time, develop its power of perception, its quickness of mental action and its ability to grasp and understand facts.

The game known as "Rabbit in the Hollow" may be interpreted as teaching the children who engage in it a little of many subjects. It has its appeal as a bit of music, no matter how trivial the musical phase of the piece may be. It has its suggestion of nature-study and also its ethical lesson of gentleness toward dumb animals, inasmuch as the child warns the rabbit to beware of the hunter who proposes to do it harm.

These phases—and there are more of them—are merely hinted at, and the teacher will readily realize the opportunities for teaching side lessons if she is disposed to pursue all its possibilities.

In the game one child is selected to be the rabbit. Another child is chosen as the hunter. The remaining children are formed into a ring. The child-rabbit is placed in the center of the ring and the hunter is placed outside the ring.

The children forming the ring skip or dance round and round, singing as they go the little song, of which both words and music are given on this page. The rabbit



crouches in the center of the ring and the hunter roams about the outer circle. The words of the song are:

Rabbit in the hollow sits and sleeps,  
 Hunter in the forest nearer creeps;  
 Little rabbit, have a care,  
 Deep within the hollow there;  
 Quickly to your home you must run! run! run!

As the first of the "runs" is reached the hunter breaks through the ring, and the rabbit at the same time attempts to make its escape. The rabbit is pursued by the hunter, and if caught then the rabbit becomes the hunter and a new rabbit is chosen. If the hunter is unable to catch the rabbit, then a new rabbit is chosen and the hunter is again placed outside the ring.



# WHAT CONSTITUTES A GOOD LESSON

## THE RELATIVE IMPORTANCE OF KNOWLEDGE OF THE SUBJECT—CAREFUL PREPARATION AND MASTERY OF METHODS

By FRANK A. GAUSE

Superintendent of Canal Zone Schools, Panama

A GOOD recitation presupposes: (1) Thorough knowledge of the subject to be taught; (2) Careful daily preparation; (3) Mastery of the method of procedure in the process of presenting the subject; (4) The proper mental and physical attitude of those reciting; (5) Careful assignments; (6) Careful preparation on the part of the pupils.

### *Knowledge of the Subject.*

This phase of the teacher's qualifications has been worn threadbare, but this fact only emphasizes the importance of the teacher's knowing her whole subject. It is possible for a teacher to "hold school" who knows very little about anything. She will be able to teach the mechanics of her subject, but because she lacks a broad view she is unable to develop in the child the ability to see relationships, and that, after all, is about all that is worth while in the intellectual training of the child. The committing to memory of rules in arithmetic, of paragraphs and pages in history and geography will do little to fit for life where success comes only to those who are trained mentally to see relationships—to grasp things as a whole. Let me illustrate my meaning: Not long ago I saw a teacher present an arithmetic lesson—a first lesson in simple interest. Not one single time did she refer to the fact that the process is nothing more nor less than that involved in decimal fractions; and I do not believe it occurred to the class that the subject was not altogether a new one. I fancy that that class, if it had been taught by this same teacher, had gone through the subjects of multiplication, addition and division without any idea that there was any relationship whatever between them, or that the decimal fraction is nothing more than a convenient way of expressing a like value with numerator and denominator. The trouble was that the teacher was getting the lessons with the pupils. Her immediate preparation seemed to me to be conscientious and careful, but her academic training was short and her children were getting arithmetic piecemeal, which is another way of saying that they were getting no arithmetic at all.

To emphasize this point I cite another example: Another teacher had assigned a lesson in history, in which occurred the topic, "The Maryland-Virginia Boundary Dispute." As nearly as I can recall, this is what happened: Teacher—"Henry, what is the next topic?" Henry—"The Maryland-Virginia Boundary Dispute." Teacher—"Right. What was this dispute?" Henry—"Virginia wanted to carry her tobacco down the Potomac, and Maryland, whose boundary was the south bank, wouldn't let her." Teacher—"Correct. Mary, what is the next topic?" Now it is difficult to believe that a teacher of common sense could have passed over this topic with such slight notice. There was little else in the assignment worth dwelling upon, and yet the five or six other topics in that lesson were given the same emphasis as this one dealing with one of the most momentous facts

in American history. The treatment of that assignment was not well balanced, and I felt that the teacher was lacking in a similar respect. Here was subject-matter for an entire recitation of thirty minutes—it was given less than two minutes, and even then no essential thing was brought out. What the teacher could have revealed to the class by careful questioning is one of the most vital relationships in our history; and when she had finished that recitation the class would have seen clearly how the discussion of the first convention which met to consider the merits of Maryland's claim to the exclusive use of the Potomac revealed to those present the necessity of a better understanding—the necessity of a "more perfect union." Directly from this little gathering, through the conventions at Alexandria and Annapolis, came the constitutional convention, and yet the teacher, because she did not know her subject, allowed the class to leave the recitation with the mere mention of the fact that there was a dispute between Maryland and Virginia as to the use of the Potomac as a commercial route. Had she seen this fact in its proper relationship and perspective, such an error in presentation would have been avoided. *The teacher must know her subject.*

### *Careful Preparation.*

By careful preparation I mean consistent daily preparation for each recitation. The teacher may know well her subject as a whole and yet not be thoroughly conversant with the matter to be dealt with in this particular lesson. If she does have the proper grasp upon her subject, an average of less than ten minutes application a day to a subject will quite prepare her for her day's work.

But how shall she prepare? Let me be concrete. I will take an assignment in history. We will say that the teacher has assigned a lesson from Channing's History of the United States. The topics are: The Era of Good Feeling, Western Emigration and the Missouri Compromise. Now a little shifting in this assignment would bring into the same lesson the Missouri Compromise, the Monroe Doctrine and the Purchase of Florida. This would be an extremely bad arrangement, for each of the three topics is among the most important in the entire year's work. If the teacher has been careful in the assignment she has not thrown together into one period three such topics. She has prepared to concentrate on one of them. Let this topic be the Missouri Compromise. An outline such as I believe should be in the teacher's mind, in the presentation of this lesson, is given below:

- I. Minor Topics. (Dismissed with mere mention.)
- II. Missouri Compromise.
  - (a) Date.
  - (b) Slavery issue prior to 1820.
    1. Beginning 1619.
    2. Debates in the constitutional convention.
    3. Provisions in constitution.  
Federal Ratio.  
Importation of Slaves.  
Bicameral system.



- (c) Louisiana Purchase.
- (d) 1808.
- (e) The Compromise.
  - 1. Date.
  - 2. Refer to territorial acquisition.
  - 3. What it was.

A little thought on this lesson will evolve some such arrangement as I have indicated. Because the class can relate the topic of today's lesson with those of other lessons, this especial topic becomes vitalized with interest and assumes a significance not otherwise obtainable. History is seen as a thing of growth. Then there is actual mental growth here, for causes are assigned their effects and the child begins to appreciate the fact that human progress, like every other kind of life development, is an evolution. The teacher who has so planned her work will have to use her textbook only as a reference and will not have constantly to refer to it for cues to the next question. Incidentally, I may remark that when the teacher thus *carefully prepares her work* she leaves her pupils without excuse or example for slipshod preparation.

Mastery of Method.

After the discussion of the preceding topic an extended discussion of the importance of the teacher being an artist in her work is superfluous. Suffice to say that the one time notion that mastery of the subject is all-sufficient is now thought to be as irrational as the idea that a doctor can practice successfully who knows

nothing of the art of his business, or that a merchant can succeed well who knows nothing of human nature. There is an art in teaching school. Let me illustrate what I mean by the last statement: Not long since, in one school I visited, I saw the teacher flopping about like the lamented chicken. Her children were normal and there was nothing in their environment, except the teacher, to excite misbehavior, yet she was expending

most of her energies and time with the doubtfully inspiring injunctions: "Sit down!" "Behave!" "Stop your talking!" "Get to work!" The next day I visited the same room. A teacher was in charge who knew her business. The juvenile proceedings of the day before were begun, but the real teacher was "on the job" this day, and the mingling of her fingers among the chief offender's locks, with not the slightest turning away from the story she was reading, signaled to the whole class that business had set in. Something in the looks and manner of that teacher gave her immediate command of that school. The incident in itself was insignificant, but the thing was done with the skill of an artist. The offender, not the offended, was perturbed, and that is the secret of good discipline. This boy was not the whole show as he had planned to be, but only a trifling incident, and as a rule a real live boy doesn't relish the idea of being made an incident in the teacher's plan of things. The teacher, to instruct well,

must be a master in the art of teaching, as well as in the subject-matter to be taught, and the average teacher may acquire this art by reading, observation and practice.

Physical Attitude of Pupils.

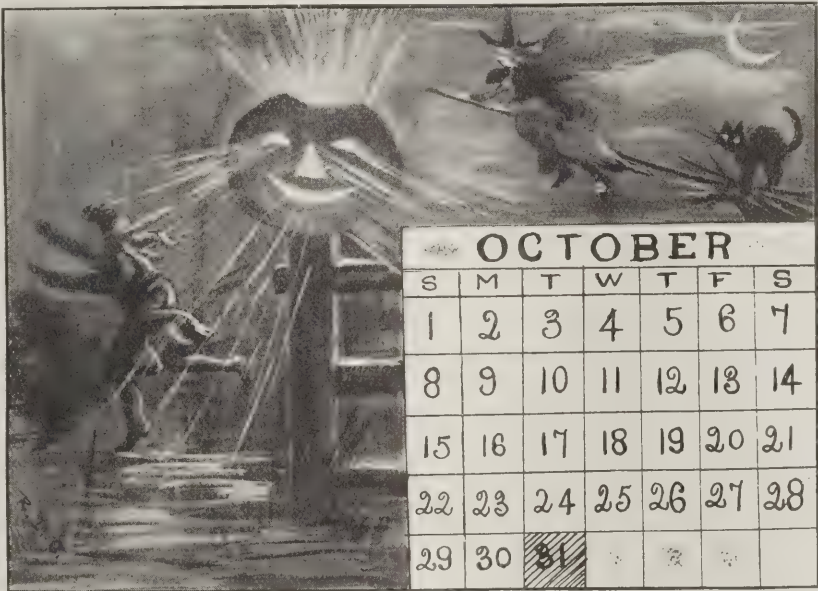
A pretty accurate estimate may be had of a teacher's efficiency by observing the physical attitude of her pupils. Pupils who are lounging physically are very apt to be lounging mentally. Eleven times out of ten the boy who is leaning on his desk while reciting is mentally leaning on his teacher or some other illegitimate prop. He recites very much as he stands—carelessly, slovenly, aimlessly, and a glance at his teacher will indicate, as a rule, where he gets his cue.

Pupils should always be required to put away all books, papers and other distracting objects before the recitation begins. And then she will save time and energy by waiting till every mother's son and daughter is sitting in proper posture for undisturbed, undivided attention. As Doctor E. B. Bryan has told us in his excellent book, the recitation time is the reaction time of day, hence the extreme importance of making every condition favorable to concentrated attention. *See to it that the pupil's physical attitude is correct.*

Careful Assignment.

As a rule, the teacher should have her work outlined at least two days ahead. By this means her assignment may

always be made intelligently. I have already spoken of the assignment in the discussion of the Missouri Compromise. If the teacher has carefully assigned her work she has not introduced in the same recitation three such important topics as the Missouri Compromise, the Monroe Doctrine and the Florida Purchase. She has so planned her work that these topics will appear in three different recitations as the one subject of importance upon which she will



bring to play the undivided attention of the class.

It is evident from what I have said that a teacher who is not master of the subject to be taught will be "swamped" for time, but the teacher whose *scholarship is good* will not find it necessary to devote more than an hour or an hour and a half a day to preparation.

Careful Preparation by Pupils.

On this topic little need be said. Careful preparation on the part of pupils depends largely on two things: 1. The teacher's ability to interest children in the study by appealing to their natural instincts and interests. 2. The teacher's ability to force the few indifferent children to apply themselves. The teacher who carefully prepares her work, and who knows her business, will soon find ninety per cent. of her children doing conscientious work. The other ten per cent. will have to be forced to do their work, and this phase of the subject calls for a discussion by itself.



OCTOBER, 1911

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Everything which tends to advance education as a profession, or what Dr. Bagley prefers to call the idea of craftsmanship in a great art, is worthy of the heartiest support from teachers. It must be self-evident that every such advance tends to improve the condition, social and economic, of the teaching vocation. The scientific studies of numerous educational problems which have been made during recent years, with comparative studies of the work of the best administrators, supervisors, and teachers, have placed education on a genuinely professional basis; but the great mass of men and women who make up the teachers, principals, and supervisors are not yet professional people to the same extent and in the same unquestioned way as are lawyers and physicians. The whole tendency is in that direction, as each year finds the requirements for entrance upon the work increasing and the conditions for remaining in it becoming more exacting. The better pay for which teachers long, and which they so frequently and so earnestly demand, is more and more certain to be given them as the professional standards are raised. The working of natural economic law will see to that.

It is therefore to the true interest of teachers to aid and encourage every tendency that improves the professional standing of their work. Nothing could possibly be more shortsighted, not to say unworthy, than a policy which occasionally shows itself among a teaching body to oppose professional leadership and professional ideals in the management of schools. Still more foolish is every attempt to introduce political influence into school affairs for the sake

of temporary advantage, real or fancied. Such policies are so unworthy from every point of view that no set of people, whatever their vocation, can afford to follow them without losing public respect and the support of that enlightened portion of the people which, in the long run, controls. One of the most important ideas for teachers everywhere to grasp is the fact that there is no conflict whatever in essential matters between the interests of educators, including the whole teaching body, and the interest of the school system as a whole, regarded as a public institution.

\* \* \*

Attention was called last month to the successful character of the meeting of the Maryland State Teachers' Association at Braddock Heights.

## STATE TEACHERS' ASSOCIATION

Three years ago a complete table showing percentage of enrollment in every State was prepared, the parallel columns exhibiting the total number of teachers, the total number enrolled in the State educational associations, and the percentage of enrollment. These percentages ranged as high as 81.4 (in the case of Rhode Island). Maryland was next to the last in the entire list, with a percentage of 4. An immense impetus has been given to the Maryland Association recently by the organization of the secretary's work, including the permanent membership list, by the adoption of a sensible and up-to-date constitution, and through more intelligent work in the preparation of programs than had been common in earlier years. The association has grown rapidly in membership and prestige, and if its percentage of enrollment for last year were accurately calculated, Maryland's place in the table would move up a dozen or more points. One handicap under which this useful organization has labored is the conditions in Baltimore city, where a certain section of the teaching element has set itself like flint against every form of professional enlightenment and educational progress, an attitude which has necessarily involved neglect or active opposition toward the State body. The State Association has almost invariably stood for co-operation, progressive legislation and general advancement. There is still a vast field for good work, and it is to be hoped that the officers and committees will utilize the intervening period until the June meeting in preparing wisely and vigorously for increased membership, an even better program, and a wider influence.

\* \* \*

A number of years ago, on the occasion of an anniversary of the famous "Quincy Movement," Col. Francis W. Parker spoke as follows: "Persons

who would never dream of superintending an electric plant, managing a railroad, building a bridge over Niag-

ara, leading an army, or commanding a ship enter upon the duties of a school committee with the astonishing presumption that they can with safety minister directly to the welfare of children, mold society into right living, and shape the destinies of a nation by means of common education; that they can make courses of study, select teachers, examine pupils, and manage the internal and

## HISTORY REPEATS ITSELF



pedagogical affairs of a school system. This prevailing state of affairs would be ridiculous were it not so awfully solemn. *The presumption of school boards is the acute distress of the nation; it is the culmination of bad politics, the very worst by-product of democratic evolution.* For this presumption millions in money are wasted every year, countless children suffer, and free government is imperiled."

Colonel Parker died some years ago. We wonder what he would have to say if he could see the manner in which some boards of education of today, even in large cities, conduct the affairs of the schools?

\* \* \*

In a recent volume of essays Prof. W. C. Bagley speaks of a need which we have often thought is a very vital one.

**FICTION AND EDUCATION** Dr. Bagley declares that there is a great opportunity for fiction that will interpret and idealize the technique of the elementary school as Kipling has idealized the technique of the marine engineer or Du Marier the technique of the artist. Such novels and stories, dealing in a broadly sympathetic spirit, with intimate knowledge, and with adequate literary skill, with the work of schools and classrooms, would unquestionably be widely read for entertainment, and also a source of genuine public influence. THE JOURNAL has frequently pointed out the important distinction between education and other professions, such as medicine, law, and engineering, in that the former is almost exclusively under public control and management. It is very important that that portion of the people who are intelligent enough and self-reliant enough to do any thinking on the subject of their civic duties should possess as much knowledge as possible regarding the work of the schools—at least enough to comprehend the variety and difficulty of the problems and the earnest efforts which the better class of superintendents and teachers are making to solve them. It cannot be expected that technical and special works will be read by the public; indeed, they cannot be understood by lay readers. But well-written fiction, in which school problems and situations are set forth with literary power in connection with vividly real persons and incidents, could not fail to make a strong popular appeal and exercise a widely useful influence.

\* \* \*

Mayor Gaynor has at last perceived the madness of his course in advocating for New York city a school board of high-salaried members with prescribed

**MORE HOPEFUL IN NEW YORK** duties that would result in making that body practically a board of superintendents. As a compromise, he now

proposes that only the president of the board shall be a salaried official, and for him the modest stipend of \$12,000 is proposed—\$3000 more than is paid to Superintendent Maxwell. But the same considerations that have brought the Mayor to yield so much must bring him in the end to admit the folly of employing a president of the board at a higher salary than that offered for the superintendent, who must be a man of the highest professional equipment, wide experience, and rare capacity for executive work and per-

sonal leadership. What does the Mayor expect his president to do in order to earn the generous salary proposed for him? Such an arrangement is simply an invitation, almost a requirement, for even a good man to meddle and muddle in scores of matters of which he is utterly ignorant. And is it likely that so inviting a job will always be held by a good man? The Tammany claws will grasp eagerly for so luscious a plum, and with the appointment open to any layman, no technical qualifications being required, it will be hard indeed to save the position from the Tiger's maw.

Mayor Gaynor ought to be able to realize that the unanimous opinion of eminent educators, representing every field from elementary school to university, is conclusive. The chorus comes from every part of the country, and most of it is entirely disinterested and beyond suspicion of any selfish motive. Add to this professional verdict the judgment of so many intelligent laymen as have expressed themselves, and of so large a part of the daily press, and the conclusion is irresistible that Mayor Gaynor's plan, however honestly undertaken, is a grave mistake. The concession his Honor is already willing to make shows which way the wind is blowing, and justifies the hope that the whole matter will be wisely settled in the end. That part of the plan which provides for a much smaller board than the present one, numbering about forty-five members, is worthy of hearty support and should be adopted. The trend of school legislation is that way.

\* \* \*

There is one little practice, common in small towns, but not unknown in larger ones, which has its due influence in fixing the public estimation of teachers.

**THE "PROFESSOR"** The school principal of the small town, particularly the principal of the high school, often shows a real fondness for being addressed as "professor." Indeed, one case came to our notice a few years ago of a principal who not only liked this form of address, but who insisted upon having his assistants and students habitually use it in speaking to him or of him. Newspapers are quick to pick up the word and apply it even to superintendents and principals in a large city, but teachers who are really professional ought to be above such petty and silly vanity and quietly discourage it. Educated people know, of course, that a professor is a teacher of highest rank in an institution of collegiate grade, and its use is not sanctioned by good taste in any other case except that of instructors in professional institutions, which might possibly be held to include normal schools, even though these are not, with few exceptions, of collegiate rank. What would be thought of the lawyers in a community who all exhibited a fondness for being called "judge"? Is it any less absurd and contemptible for members of the teaching profession in secondary and even elementary schools to encourage the use of a title which is inaccurate and utterly meaningless in their case? This is simply to put themselves on a level with dancing masters, veterinarians, conjurers, and patent-medicine vendors. It may seem a small thing, but it has its part, and no small one, in producing the slight touch of contempt with which teachers of this rank are sometimes regarded by university people and others who know what an academic title means.



# MONDAMIN\*

AN EPIC POEM IN THREE PARTS TELLING OF THE FIRST HARVEST OF INDIAN CORN  
PARTS II AND III

By HARRY N. BAUM

Director of Festivals, Principia School, St. Louis, Mo.

## CAST OF CHARACTERS

Manabozho, the Prophet and Teacher,  
Mondamin, the Spirit of the Corn,  
Keneu, an Indian Chief,  
Bukadawin, the Famine, Spirit of Evil,  
Unktahee, the God of Rains,  
Shawondasee, the God of the South  
Wind, Spirits of Good.

Ne-ka, } Indian Braves  
Pe-Pin-a-wa, }  
Chorus of Indian Braves and Indian Women.

[Continued from September Atlantic.]

### Part II.

*The Blessing of the Corn Fields.*

SCENE: A small clearing in the forest has been planted with corn. It is a dark night in midsummer. The corn field can be dimly seen waving in the background.

### 6.

*The Blessing of the Corn Fields.*

Mondamin, Bukadawin, Unktahee, Shawondasee.

Mondamin:

I stand my lonely guard with fear tonight,  
With fear that to my fields some harm will fall;  
Oh Spirits Good, come watch until the light  
Does bring companions to my call,  
Come, drive away these terrors crowding tall.  
My fields are growing bright with golden corn,  
Abundant food, that has been sent to all;  
Come, watch with me until the breaking morn,  
Come, Spirits, guard with me and laugh my fears to scorn.

*Bukadawin, the Spirit of Evil, enters the field.*

Bukadawin:

See my brothers, here are corn fields,  
Ripe and heavy is the corn ear;  
Call the ravens to this good yield;  
Bring the West Wind, withering, sere;  
Let the evil spider appear.  
Blast of mildew, blight of insect,  
Bring with you, and none neglect.

Mondamin:

Oh Spirits Good, come watch until the light;  
Come drive this evil spirit into flight.

*Unktahee and Shawondasee, Spirits of Good, enter the fields.*

Unktahee:

Fear not, Mondamin, we are here,  
No harm can now befall your corn;  
We guard with you the golden ear,  
And soon will come the blushing morn.

*Bukadawin draws back, afraid of the Spirits of Good.*

Bukadawin:

Away. Keep off; why come you now?  
I first was here; it is my right.

Shawondasee:

Come, take away your gloomy brow,  
We guard these fields from you tonight.

Unktahee:

We bless these growing fields of gold,  
We bless each stalk and tap'ring leaf;  
Protection we do now unfold,  
Until your corn is in the sheaf.

Shawondasee:

A circle wide we gladly draw,  
Around these fields of rip'ning food;  
A magic circle without flaw,  
Stamped with the blazing Seal of Good.

Unktahee }  
Shawondasee }

Now fear no more, your charge is sound;  
We guard these fields from every harm.  
The evil's left this sacred ground,  
There's nothing now to cause alarm.  
So sleep, Mondamin, go to rest;  
Sleep sound, we guard 'gainst every pest.

### Part III.

*The Reaping of the Corn Fields.*

SCENE: A ripened field of corn in a small clearing in the forest. It is a sunny afternoon in Autumn. The trees are gay with their fall colors; the corn field shows a solid front of shining corn.

### 7.

*Opening Chorus: Happy, Harvest Days—Indians.*

Oh happy, happy, harvest days,  
When all the world is fair and bright;  
When trees and vines in colors gay,  
Spread over all a gorgeous light.  
The birds have left the summer nest,  
The animals for burrows seek;  
And Earth prepares for its long rest,  
Before the winter, cold and bleak.  
Oh happy, golden, harvest day;  
So bright with colors flaming gay.

The rice is gathered by the lake,  
And many nuts are stored away;  
A soft, west wind does gently shake  
The yellow corn in happy play.  
The hunter journeys in the wood,  
And soon returns with meat for all;  
'Tis harvest time when all is good,  
For soon the soft, white snow will fall.  
Oh happy, golden, harvest day;  
So bright with colors flaming gay.

Manabozho:

Ah, Mondamin, at last 'tis harvest time.  
And all the corn has turned to gold. The earth  
Is bright and happy, gay with colors red  
And gold and yellow. E'en the sun does seem  
To catch the spirit of this time, and lend  
A soft, subduing light unto the scene.

Mondamin:

The wild rice is nodding by the creek,  
The busy squirrels are gath'ring stores of nuts;  
The ducks lie thick within the waving marsh,  
And all the birds of summer seek the warm,  
Seductive South.



But to the fields—see here  
Among the leaves of yellow, grey and brown,  
A shining ear is peeping; promise of  
The strength that now is yours.

*Manabozho:*

Oh perfect fields:  
How bright the sun does gleam upon the corn;  
A food more perfect ne'er was seen.

*Keneu:*

How is  
The corn? The summer winds were dry and hot;  
The glaring sun did scorch and wither all  
The grain. Did this survive; is this fair field  
Of shining gold, a good and perfect food?

*Mondamin:*

The blazing sun shone fierce with intense heat;  
The saving rain had long since ceased to fall;  
The dark green stalk began to wither and  
Grow pale. In vain I sang the growing chant,  
In vain I called on all the gods for help—  
They heard me not.

The crows did settle on  
The corn, and bit by bit the precious ears  
They ate. Then came the shyly creeping mice,  
And entered in the fields, and gnawed and cut  
My precious food.

*Ne-ka:*

And then?

*Mondamin:*

And then came worst  
Of all—the mildew. Leaves did droop; the ears  
Sunk down, and every stalk 'gan sweat and rot.  
I thought my heart would break.

*Keneu:*

Oh Gods.

*Mondamin:*

But when at last, I thought the fields were lost,  
When even I had ceased to hope, and sank  
In trembling fear upon the ground. 'Twas then  
Our prayers were answered.

Then the Lord of Life  
Did hear our call and send two spirits Good  
To guard the fields.

*Ne-ka:*

All praise.

*Mondamin:*

The evils slunk  
Away; the stalks grew bright and green; a soft  
And gentle rain began to fall; the ears  
Did lift their heads—the fields were saved.

*Keneu:*

All praise;  
All praise to our good Lord of Life for his  
Protecting grace.

*Manabozho:*

Yes praise and thanks.

*Mondamin:*

'Tis well  
You give your thanks, for though I brought this food  
To you, I could not guard my fields from harm.

*Manabozho:*

Come, let us give a song of thanks to our  
Spirits of Good. It is to them that we  
Do owe these brightly shining fields of food.

8.

*Chorus: Fair Spirits of Good—Indians.*

Fair Spirits of Good, accept our thanks,  
For shelt'ring well our corn of gold;

Accept the gratitude we hold,  
For guarding us 'gainst Evil's pranks.  
These glowing fields are tribute brave,  
To you who careful watch did keep;

For when the world was wrapped in sleep,  
You came our precious fields to save.

Fair Spirits of Good, our earnest prayer  
Will ever be, "Deserve this trust;"

And may we all be true and just,  
Forever worthy of your care.

These fields of gracious food you give  
To all your children here below;

An off'ring pure that all may know  
The pow'r of Good does always live.

*Mondamin:*

These noble spirits did for us a deed  
Of good that ne'er has been surpassed. Never  
Forget them friends; remember they did come  
To you when need was ne'er so great.

But come,  
Why wait we here? These fields are pure, the corn  
Is ripe; let us delay no longer at  
Our task.

*Manabozho:*

Ah yes, let's to our work; for now  
Does come the reaping of these rad'ant fields  
Of corn.

*Keneu:*

'Tis true; delay no more, lest come  
Some evil thing and rob us of our food.

Draw near, good braves, draw near; the harvest of  
These fields is now at hand. Draw near and work;  
Now prove this food has not been giv'n in vain.

9.

*Song: The Reaping of the Corn Fields—Manabozho and  
Indians.*

*Manabozho:*

My heart leaps up when I behold,  
These fields of ripened corn.

*Ne-ka:*

See how the sun does catch the gold,  
And all the fields adorn.

*Mondamin:*

A perfect field in all respects,  
Its like has ne'er been seen;  
Without a flaw, without defects,  
It shineth pure and clean.

*Ne-ka:*

Behold these fields of ripened grain.

*Indians:*

These fields of grain behold.

*Ne-ka:*

A food of strength without a stain.

*Indians:*

A food of glowing gold.

*Manabozho:*

Earth has nothing to show more fair,  
Than these good fields of rad'ent food.  
Look how the ear's dull cov'ring hood  
Protects, so nought the seeds impair.  
See how the stalk that waves so fair,  
The drought of summer has withstood;  
How proudly stands this glorious food—  
This grain—to which we all are heir.  
A tall and splendid growing plant,  
A gift from our great Lord of Life,  
'Tis shooting straight and elegant



Above all forms of petty strife.  
*He plucks an ear from the corn.*  
 An emblem true, significant  
 Of strength and courage ever rife.

*Picking the leaves from the ear of corn*

As one by one I pluck the leaves  
 From round your form of faultless grace;  
 A thrill of peace does o'er me race,  
 And deep into my soul it weaves.

*Holding the bare ear above his head.*

Ah look. Let all this corn receive;  
 Open wide your hearts and love embrace.  
 For peace and plenty guard this place,  
 Protecting all who will believe.

*Indians:*

A golden shining food of life,  
 To keep us always free from want;  
 We'll roam no more in search of strife,  
 Since now we have this lovely plant.  
 With peace and plenty ever rife,  
 A growing song shall be our chant.

*Mondamin:*

My stay with you is done; the fields are ripe  
 And ready to be gathered from the cold  
 And biting winds that now will come.

*Keneu:*

Nay, friend,  
 Pray do not leave us now; we need you here.

*Mondamin:*

I promised only to remain until  
 The fields were ready to be reaped. I've kept  
 That promise, now my work is done and I  
 Must go.

*Keneu:*

But still another year we plant  
 The corn, and each succeeding year. And what  
 If evil spirits 'gan draw close, what shall  
 We do without your prayers to guard our fields?

*Ne-ka:*

We need you here; we cannot do without your help.  
 Good friend, we beg that you will not depart.

*Mondamin:*

Ah, friends, fair friends; I ne'er can tell the joy  
 These words of yours have brought unto my heart.  
 'Tis good to know that you would have me here,  
 'Tis good to know I have not come in vain;  
 I would that I forever could remain  
 Among your loving thoughts; but yet it can  
 Not be, for I must take my food to men  
 Of other tribes.

In southern lands, a foe  
 More feared than any foe of yours does stalk  
 The earth, destroying fields and drying up  
 The water, so that all is barren waste;  
 He creeps into the homes of men, and one  
 By one he snatches loved ones from the hearth;  
 Before his gaze all men become as cowards,  
 And thief from women; yes, even from the mouths  
 Of babes they snatch the food: For this dread foe  
 Is Famine.

No, you cannot longer keep  
 Me. I must go.

*Manabozho:*

Yes, go; they need your food.  
 They need the precious gift that you did give  
 To us.

But some day when this food is giv'n  
 To all who need, return to us, and spend  
 Your last fair days surrounded by our tribe.

Come, friends, a song of praise and thanks—a song  
 Of Harvest, that departing, he may know  
 The good that he has brought unto this tribe.

10.

*Finale: Harvest—Toute Ensemble.*

*Indians:*

Mondamin, we sing a grateful, loving song,  
 A song of praise and earnest thanks to you;  
 We sing of peace, for you have made us strong,  
 We sing of that great love, so tender, true,  
 That you have brought into our barren lives.  
 Oh, may we from this peace and love derive  
 The pow'r to grow each day and hour like you.

We sing to Gitche Manto, Spirit, Lord,  
 'Twas he who sent this glowing food to us;  
 We shout his splendid name with one accord;  
 We sing his praise for food so glorious;  
 It fills our hearts with wond'rous peace and love.  
 Oh, Lord of Life, from your high seat above,  
 You sent this golden, glowing gift to us.

*Mondamin:*

When evil spirits crowded round,  
 And with'ring drought did silent creep;  
 When fear did hold us tightly bound,  
 And all was dark with heavy sleep;  
 Then Good appeared to lend us aid,  
 And quick we saw the evil fade.

*Indians:*

We sing our thanks to the Spirits of Good,  
 To our fields they came when the need was great;  
 And they brought new life to the dying food,  
 And they drove away the terrible hate.  
 Oh sing, sing thanks to the Spirits of Good.

*Manabozho:*

My heart is awed within me when I see  
 The miracle that still goes silent on  
 About me—when I think that every tree  
 Grows old and dies: yet youth does follow close.  
 Not one of these great charms is lost upon  
 Earth's bosom fair. The sweetly-scented rose  
 Is but more sweet, since mould'ring parts its bloom  
 compose.

*Indians:*

The woodland foliage now is shining gay,  
 'Tis harvest time and all is song and mirth;  
 Dame Nature decks the softly colored Earth  
 In raiment bright, prepared for holiday.  
 The work is done, and now we seek a rest,  
 For Winter comes with cold and biting winds;  
 He drives the whirling snow until its blinds,  
 And every living thing he does contest.  
 'Tis Harvest Time, and golden is the corn,  
 And peace and plenty settle over all;  
 'Tis now we faintly hear love's gentle call,  
 Echoing sweet upon the flushing morn.

*Ne-ka:*

Harvest of Peace and Harvest of Love.

*Indians:*

Harvest of bountiful corn.

*Ne-ka:*

Glorious Harvest sent from above.

*Indians:*

Glorious Harvest of corn.  
 Oh Lord of Life, from your high seat above,  
 You sent this golden, glowing gift of love.



# TELLING STORIES TO CHILDREN

IMPORTANCE OF IMAGINATIVE NARRATIVES IN PRIMARY WORK — CHARACTER OF STORY TO SELECT AND METHOD OF TELLING

By JOSEPHA B. MULFORD

Washington, D. C.

IN this day of so many "ologies" and "isms," of searching into the *why* and *wherefore* of things, it is not safe to make statements without being prepared to meet the challenge that calls for reasons. But the inevitable *why* loses its terrors when we declare that the telling of stories to children is invaluable as a part of their education; for application of a theory is its best test, and much experience in this line has equipped us with a formidable array of reasons, should the challenge come.

This array of reasons may be used as a double means of protection: first defending the value of story-telling in itself; and secondly, as correlated with other school work. Of course, the immediate use of stories is always in giving the children something to enjoy. "Pleasure before instruction may or may not add fact to the content of their minds, but it *does* give something to the vital power of their souls." Notwithstanding this, our best authorities give moral instruction as the first value of story-telling. As great literature influences the character-building of men, so in its simplest forms, it affects equally the development of children. They see their own lives reflected in the stories of others, and are unconsciously moulded by the ideals so derived. Hence, stories are a means of experience to children.

Felix Adler says, in regard to this moral point of view, that all children have three moral obligations, namely: obedience to parents, love and kindness to brothers and sisters, and regard for servants and animals, and he favors the use of stories as a means of impressing these duties on the children. He dwells also upon the power of stories to stimulate the idealizing tendency to something higher than the simple and material with which every child begins.

Story-telling has its aesthetic value, too. Good stories create a love of good literature, a desire to learn to read, an unconscious acquiring of definite expression, and familiarity with good English. Moreover, it stimulates the imagination, which is the forerunner of action; for before we act, we think, and in that thinking or imagining the final deed has its foundation. Stories give children images of beauty, nobility and self-sacrifice. Again quot-

ing Felix Adler, the imagination is stimulated to reflect the communion of human life with the universal life as seen in trees, birds, stars and flowers.

Coming down to the immediate school-room use of stories, they act as unequalled soothing syrup in the school-room, creating a wonderful atmosphere of relaxation. As far as the teacher is concerned, story-telling is one of the simplest and quickest ways of getting down

close to the children and forming in them the habit of fixed attention. Story-telling correlated with other work finds concrete results in culting, drawing, or modeling in clay the principal actors in the little dramas the children have had told to them. The reproduction and dramatization work following the telling of the story is wonderful in its power to call forth variety of facial and oral expression. It gives the child a desire to speak, and it impresses the child with the fact that he has something to tell.

But after the *why* has been answered the question may change to: What stories would you tell; that is, *what* kind? To this we reply: the best of each. The different types of story are familiar to us all as soon as mentioned. By common consent, I am sure, the fairy tale, that "natural own great-grandmother of every child in the world," comes first. Through it the child is made to put himself in the place of another; a variety of sympathies are unconsciously aroused and morality again unconsciously aided. Judgment in selection should be used, of course, but stop to ask yourselves, Grownups, if your morals were ever sadly impaired by the fact that you once delighted in Gump's "Twin Brothers" and "The Robbers," to say nothing of the cruel stepmothers and wicked sisters who lend color

to some of the tales found in this collection. When we think of the way in which the child revels in a fairy tale, contrasted to the way in which he *accepts* some of the nature-fake substitutes we sometimes give him for stories, is not the mere charm of the fairy tale enough to brand it as the best loved narrative, and hence the one most needed by the child hearts, in short—the *safest* of all,

Felix Adler would place the fable and myth next, and after that the Bible story; while Sara Cone Bryant would



Illustrated stories make a more lasting impression on the average person than those which are not accompanied with pictures. This is true in the matter even of adults; but it applies especially in the case of very young children. Teachers should never miss an opportunity to use pictures in connection with their story-telling. A very crude blackboard study, along the simplest lines, is better than no illustration at all. Such outline pictures as that illustrating the sour-grape fable, shown on this page, or the one picturing another Aesop fable, on the following page, can be drawn on the blackboard in a fairly creditable way by the average teacher.



have us remember the nature story (believe me, there are many good ones), the nonsense tale and the historical story. Splendid illustrations of each type and plenty of them all are found in Miss Bryant's (Mrs. Borst) little contributions of *Stories to Tell to Children*. Both of this author's books contain abundant and helpful references.

And last, but by no means least, *how* are stories to be told to children? Before we can think of reaching the child, even through stories, we must be sure, first, of an intimate knowledge of, and sympathy with, child life. We must know that each story is in a way a message, one that we ourselves must thoroughly feel if we want it to be of any power. The outline should be clear, the climax strong, the language and manner of telling simple, and which almost goes without saying—the mastery of facts complete. According to Mr. McMurry, "the power of clear and interesting presentation of a story is one of the chief professional acquisitions of a good primary teacher. It involves many things besides language, including liveliness of manner, gesture, facial expression, action, dramatic impersonation, skill in blackboard illustration, good humor and tact in working with children, a strong imagination, and a real appreciation for the literature adapted to children. Perhaps the fundamental need is simplicity and clearness of thought and language, combined with a pleasant and attractive manner." Sara Cone Bryant sums it up in three words, admonishing us to tell our story "simply, vitally and joyously." But whether we choose the long directions

or the short, we have a great deal more to answer for than we realize, I think, when we draw up a chair before the forty pair of eyes waiting for us to "begin the story."

So it is we come to see how infinitely much more the story means now-a-days than merely "an idle schoolboy's tale, the wonder of an hour." And my plea, especially to the first graders among the teaching force, is *find time each day for a story*. 'Twill oil the day's machinery, the children will be happier and better workers for it, and you—well, try it, and see!

## INDUSTRIAL EDUCATION IN GERMANY

STUDENTS ARE TRAINED FOR SOME SPECIFIC TRADE  
AND AS A CONSEQUENCE THEIR TRAINING IS VERY  
THOROUGH IN ONE PARTICULAR LINE

By H. J. DUNLAP

Consul at Cologne, Germany

A school in which pupils are prepared for a career in industrial and decorative art is one of the features of the German State educational system. The pupil entering this school is supposed to make a life work of what he or she is taught, for women are given equal facilities with men. The course for a diploma is four years, and the tuition only \$10 per annum for natives and \$50 for foreigners. Practical training is given in drawing, paint-

ing in water colors and oil, designing of decorations, friezes, wallpaper, curtains, carpets, linoleum, clay modeling, wood carving, etc. The practical work is supplemented by daily lectures on the theory of each trade, and the instruction is very thorough.

In Wermelskirchen, a short distance from Cologne, the Government has a school for teaching shoemaking. Although it is supposed that the art of making shoes is most highly developed in the United States and that all other nations copy its methods and forms, it is a fact that students from Lynn, Mass., and other cities near the center of the shoemaking industry come to this school to be taught. The difference between an American workman and a German who has attended this school is that, while the American is an expert in doing one thing, the German has been taught how to buy leather, how to cut to the best advantage, and has been given a thorough course in the

making of shoes from start to finish. He can operate any machine and perform any manipulation required. The course, like all others, takes from three to four years. This school is expected to graduate men able to take charge of any shoe factory.

A boy who is to follow a business career is not given a haphazard course of instruction. He goes to a special commercial school from the first day until he graduates from the commercial high school. The most celebrated and best equipped school of this kind in Germany is located in Cologne. The last semester the attendance numbered 1221 students from all parts of Germany, and

there were also 82 foreigners. The faculty includes about 50 professors and tutors. The list of studies embraces political economy, public law, geography, French language and literature, science of insurance, mechanics and electrotechnics, trade technics, English language and literature, English commercial correspondence, common law, pedagogy, botany and microscopy, history, mathematics, railway tariffs, banking and board of trade, library, handling of merchandise, textile industry, mail and telegraph, trade laws, newspaper trade, protection of workmen and charitable institutions, tariff, insurance and mutual protection, societies, measures, weights and minting, æsthetics, history of business, English, French and German stenography, chemistry (with one of the finest laboratories in Germany), voice building and oratory, philosophy, anatomy and physiology, hygiene, German literature, archeology, mining, history of architecture, meteorology, history of arts, taxation, ophthalmia, city building, surgery, music (theory), Egyptology, zoology and diseases of the skin. The following languages are also taught: Chinese, Japanese, Portuguese, new Arabic, Turkish, new Persian, German to foreigners, Dutch, Russian, Italian and Spanish.

Lectures are given on many subjects not enumerated, and may be attended by anyone upon payment of \$2.38 for the semester, or 25 cents a single lecture. The tuition is less than \$100 per year. It is supposed that all pupils have graduated from the commercial "real schools" (Realschulen) before entering here.





# OCTOBER POEM PAGE

The Month Is One of Harvests, and Harvest Songs Are Seasonal—The Most Interesting Day of October to a Child Is Halloween

## ALL HALLOW EVE.

You wouldn't believe  
On All Hallow Eve  
What lots of fun we can make,  
With apples to bob,  
And nuts on the hob,  
And a ring-and-thimble cake.

A paper boat  
We will set afloat,  
And on it write a name;  
Then salt we'll burn,  
And our fortunes learn  
From a flickering candle flame.

Tom said, "When it's dark  
We can strike a spark  
From the fur of the big black cat."  
But I said, "No!  
'Twould tease kitty so—  
And I love her too much for that."

—CAROLYN WELLS.

## OCTOBER MOON.

The moon is up at half past five,  
She frightens me among the pines;  
The moon, and only half past five!  
With half the ruddy day alive—  
So soon, so high, so cold, she shines,  
This daylight among the pines.

The moon is walking in the wood,  
Her face is very white and strange;  
The moon is coming through the wood,  
Her face half-hidden in her hood,  
Cold silver face whose hourly change  
Blanches her cheeks more white, more strange.

The moon beneath the pine-tree stands,  
Her weary face is full of dreams;  
The moon by yonder pine-tree stands,  
She builds a palace with her hands,  
Pillars of silver, shafts and beams—  
She builds a palace for her dreams.

The moon is sleeping in the trees,  
So early is she tired of heaven,  
The moon is dreaming in the trees,  
Her shepherd boy she sees! she sees!  
Asleep, and it is only seven!  
O Moon, that is so tired of heaven.

—RICHARD LE GALLIENNE.

## AN AUTUMN SONG.

The song-birds are flying  
And southward are hieing,  
No more their glad carols we hear.  
The gardens are lonely—  
Chrysanthemums only  
Dare now let their beauty appear.

The insects are hiding—  
The farmer providing  
The lambkins a shelter from cold.  
And after October  
The woods will look sober  
Without all their silver and gold.

The loud winds are calling,  
The ripe nuts are falling,  
The squirrel now gathers his store.  
The bears, homeward creeping,  
Will soon all be sleeping  
So snugly till winter is o'er.

Jack Frost will soon cover  
The little brooks over;  
The snow-clouds are up in the sky  
Already for snowing;  
Dear Autumn is going!  
We bid her a loving "good-bye."

—EMILIE POULSSIN.

## A VAGABOND SONG.

There is something in the Autumn that is native to my  
blood—

Touch of manner, hind of mood;  
And my heart is like a rhyme,  
With the yellow and the purple and the crimson keep-  
ing time.

The scarlet of the maples can shake me like a cry  
Of bugles going by;  
And my lonely spirit thrills  
To see the frosty asters like smoke upon the hills.

There is something in October sets the gypsy blood  
astir;

We must rise and follow her  
When from every hill of flame  
She calls and calls each vagabond by name.

—BLISS CARMAN.

## SCYTHE SONG.

Mowers, weary and brown and blithe,  
What is the word methinks ye know,  
Endless over-word that the scythe  
Sings to the blades of the grass below?  
Scythes that swing in the grass and clover,  
Something, still, they say as they pass;  
What is the word that, over and over,  
Sings the scythe to the flowers and grass?

Hush, ah hush, the scythes are saying,  
Hush and heed not, and fall asleep;  
Hush, they say to the grasses swaying,  
Hush, they sing to the clover deep!  
Hush—'tis the lullaby Time is singing—  
Hush and heed not, for all things pass,  
Hush, ah hush! and the scythes are swinging  
Over the clover, over the grass!

—ANDREW LANG.



# AN ILLUSTRATED LESSON PLAN

## FIFTH-GRADE WORK IN ONE USE OF THE APOSTROPHE

By THEDA GILDEMEISTER

Winona, Minnesota

### I.—SUBJECT-MATTER (of the lesson unit.)

a.—*Aim or Need:* To express in concise written form the fact of ownership. (School-room conditions make it necessary to subdivide the lesson-unit into several recitation periods, each of which will have a sub-aim of its own.)

*Sub-aims:* 1. To express the fact of ownership by an individual. (A study of the child's needs makes us exclude any mention of such exceptions as Moses', Jesus', for conscience's sake, etc., but simply to develop the invariable rule: Add 's.)

2. To see how plurals are formed. (Usually by adding *s* or *es*, but also in several other ways.)

3. To give plural nouns a possessive form. (Done by adding 's, or just '.)

4. To learn how to express exactly what is wished said in correct possessive form. (Learned by careful study of the thought first expressed in phrase form.)

5. To gain mechanical skill in using the facts learned. (Done by daily applications in other lessons, by seat-work, tests and drills.)

b.—*Organization of Subject-Matter to Meet This Need or Aim:* Our ancestors felt this need and satisfied it by the invention of the possessive form which is characterized by the use of the apostrophe with nouns, and by inflected case forms for pronouns. The following points illustrate the problem and its solution:

The phrase *John's hat* says concisely the same thing as *John owns a hat*, or, *John has a hat*. So long as the race confined itself to oral expression, no apostrophe or other "sign of possession" was necessary, but as soon as thoughts needed to be put into writing, confusion must naturally have arisen. For example, in the expression, *The boys play*, the reader could not know whether the error was a failure to place a period after *play*, or a failure to finish the sentence—(The boys' play is worth watching). Doubtless the form developed through the abbreviation of *his* or *has*, and is, consequently, only a further application of the use of the apostrophe in contractions.

Illustrations: The girl (h'a)s (a) doll. John Smith (h'i)s book. Found even within the last fifty years.)

As the use of written expression became more general, different forms for singular and for plural nouns had to be invented. Then as euphony entered, exceptions arose, until now the most reliable authorities give the following principles:

1. All singular nouns are made possessive by adding an apostrophe and *s*.

a. Euphony has excepted from this rule words or phrases containing several hissing sounds, namely, Jesus, Xerxes, Moses, for conscience's sake, for goodness' sake, etc.

b. But the best usage does not sanction this change for only one *s* sound. Write James's book, the countess's ball, etc.

2. Plural nouns must be separated into two groups:

a. Those which end in *s* add only the apostrophe to become possessive.

b. Those which do not end in *s* add both the apostrophe and *s*.

Proper nouns are seldom made plural, much less plural possessive, and when they are so used the phrase form is the better one to use. Illustration: The happiness of the three Helens is now complete, in preference to the three Helens' happiness is complete.

3. When there is any doubt whether a noun should be used as singular or as plural possessive, transpose the expression to the phrase form, thus:

The Hall for Students—should be The Students' Hall.

The house for my doll—should be My doll's house.

The work of one week—should be A week's work.

A drill of ten minutes—should be A ten minutes' drill, etc.

### CAUTIONS.

To avoid confusion, emphasis must also be placed upon some points which are only slightly related to these three principles.

1. Pronouns have their own possessive case forms and need no apostrophe. *Its* (not *it's*) home is in the mountain. One must here note that *it's*, the contraction, is to be studied under another topic.

2. Simple plurals of nouns never have the apostrophe. The girl wears *twos* (not two's.)

I have used four *ands* (not and's.)

3. Letters, marks and figures, however, form their simple plurals by adding 's. One writes 6 a's; four + 's; five 9's, etc., but not five *nine's* (see preceding paragraph.)

c.—*Material* (other than subject-matter) to be used in the series of recitations necessary to teach this lesson:

1. Forms of applications and assignments from which to choose:

a. Children are given lists of words to be changed to possessive form and to be followed by names of articles which might be owned.

(1) Of only singular nouns.

(2) Of plurals not ending in *s*.

(3) Of plurals ending in *s*.

(4) Of all three classes given miscellaneously.

b. Complete sentences called for—these sentences to use given words in possessive form.

c. Children asked to supply blanks in the following sentences, which have been selected because *thought* is necessary to see whether singular or plural possessives are to be supplied:



- (1) The New Foundland dog—body is large.
- (2) The girl—mothers were not home.
- (3) The child—love for their teacher was plain.
- (4) The dress—color was a lovely blue.
- (5) The boy—cap was torn.
- (6) Both the shoe—buttons were gone.
- (7) The class—behavior was perfect.
- (8) The goose—feathers are soft.
- (9) The wom—husbands went to war.
- (10) The "Minute M—" love of country made them brave fighters.
- (11) My kni—blades were all broken.
- (12) The doll—hair came off.
- (13) The grass—green.  
Can now be seen.
- (14) Many turkey—wings were used in brushing Pilgrim—hearths.
- (15) The book—tenth page is torn.
- (16) The bus—driver was hurt.
- (17) For pity—sake, help me in this affair!
- (18) The magnet—power of attraction makes it useful to man.
- (19) Lamb—wool is used for many things.
- (20) The pupil—last holiday was February 22.

d. After repeated drills, put with the possessive forms some *simple plurals* to be supplied, because, after learning the possessive form, children are inclined to use the apostrophe for mere plurals where no thought of ownership enters, *e. g.*:

- (1) The boy—like Washington.
- (2) Tuesday was St. Valentine—day.
- (3) Boy—like that day.
- (4) I saw one child—valentine.
- (5) The heart—on it were red.
- (6) Six boy—came to school.
- (7) One boy—hat was torn.
- (8) Another boy—book was soiled.
- (9) The other boy—felt sorry.
- (10) No child—were absent Monday.
- (11) The teacher—desk is oak.
- (12) The flower—on her desk look fresh.
- (13) Their petal—are pink.
- (14) The flower—fragrance is delightful.

e. Sentences selected from history stories so that immediate application to other lessons may be made. These may be given in incorrect form to be made right:

- (1) Pharaoh commanded all the Israelites children to be killed.
- (2) Miriam was Aarons sister.
- (3) Pharaohs daughter found Moses on the rivers bank.
- (4) Moses obeyed Gods commandments.
- (5) He met Jethros daughters at a well.
- (6) The Israelites obtained Pharaohs permission.
- (7) The Red Seas waters were parted for them to pass through.

f. You each may find five examples of the use of the apostrophe in any of your textbooks. Copy the five sentences and be ready tomorrow to read them and tell why the apostrophe is placed as it is in each case.

g. Dictation of a story employing as many possessives as possible.

h. Applications can be made in every succeeding lesson by calling for the reason (or rule) whenever a possessive is noted.

2. Materials and objects to have in class: Such as are needed to make meaning clear, *e. g.*: A piece of lamb-skin with wool on it and a slipper sole with lambs' wool lining. (Space too limited to print list.)

[To be Continued.]

## PUPILS ENTERING HIGH SCHOOL

CHANGE FROM THE ATMOSPHERE OF THE ELEMENTARY SCHOOLS MAKES IT DESIRABLE THAT INSTRUCTORS SHOULD BE THOROUGHLY ACQUAINTED WITH THE PUPIL'S PREVIOUS DEVELOPMENT.

By JAMES MICKLEBOROUGH GREENWOOD

Superintendent of Schools, Kansas City, Missouri

When a pupil first enters high school, everything is new and strange to him. The school atmosphere is entirely different from anything that he ever experienced in the elementary school. The transition is abrupt and often it is mechanically repulsive. He receives but little friendly recognition and he is lonesome, and frequently he is stirred by an impulse to break away from school and get to doing something else. He is so much at sea for a time that he cannot predict with any degree of certainty just what direction a recitation will take or what line of the subject the teacher is going to pursue. The ability to guess without much definite information upon which to base a decision is about all that he is tolerably certain of, and he is only sure of much uncertainty.

Granting the truthfulness of what has been said, the inquiry naturally arises, How can the beginner in high school, flitting from teacher to teacher each day, be made to feel more at ease in his studies and general surroundings? In analyzing his discomfiture, much of it is traceable, no doubt, to two different attitudes in regard to the contrast in the presentation of subject-matter in the elementary school and the different attitude of the teachers themselves in the high school. From the very nature of the case, the high-school teacher has in mind, first, the contents of the textbook and its peculiar nomenclature, while in the elementary school the teacher is forced to put the pupil first and foremost, and the subjects he pursues are secondary considerations. The elementary teacher has the chance to study the pupil usually for a year in the various kinds of activity in which he is engaged, and she learns to know him; on the other hand, the high-school teacher knows him in his recitations and in private interviews, provided his work is not up to the regulation standard. In private interviews it is only natural that the pupil lets himself unfold only as much as he is forced to. Here he is thrown back on himself, and he awaits developments. Not very often will he make a full breast of all he has on his mind. He simply shuts himself up and lets the teacher pump. So much for this phase of the question.

I am thoroughly convinced that all high-school teachers of first-year pupils should be entirely familiar with all the textbooks the pupils in the elementary schools have ever studied in arithmetic, geography, history and English grammar in order to make the proper connections between the lower studies and the higher studies less difficult. Frequently I have observed that pupils beginning elementary algebra or English were at a great loss to understand what they encountered in the new texts or those terms used by the teachers, because there was no bridge for them to pass over from the old nomenclature to the new. Progress was over a new and strange route, reaching in a round-about way the old, when it was discovered to be a thing already known, but not by the new name. Whereas, had the old terms been presented first and the new been explained in terms of the old, the new would not have been blind, empty concepts. To illustrate, the pupils in the elementary schools know well enough what the paren-



thesis is in arithmetic, but when they encounter the brace or vinculum in algebra they do not see at first, unless an explanation is made, that an old acquaintance with a new name is used, or that a coefficient is only a concrete name for a certain number of things that can be counted or measured.

The same line of reasoning applies with stronger force to the terms used in English grammar, but if the new words, such as *genitive*, *dative*, *vocative* and *ablative* be used when the children are familiar with the meaning of the terms nominative, possessive and objective, and they are not informed that the dative and ablative cases are indicated by prepositions in English, and that the teacher's new phraseology is only the old classical terms, the children are confused and disheartened. The objective case in English covers a great deal that is split up in some other languages, and this is not often made clear, and it is by letting the pupils know and understand that our language in its structure is not so very different from other languages that this trouble is avoided by making it clear at the outset.

Upon a certain occasion I was listening to a recitation in ancient history, and I asked the class what people now live in those countries that they had been talking about. Nearly every hand went up, but the teacher, who was an excellent instructor, instantly replied: "This class has not yet had medieval or modern history and cannot answer that question." He regarded it as an impertinence. Still the pupils insisted that they knew, and I mildly suggested that perhaps they knew something about it. They nodded their heads approvingly. An opportunity to answer was

accorded them, and they answered correctly, to the astonishment of the instructor. Then I asked them how they knew. All said that they had learned about those countries in their geographies in the elementary schools, and they knew very much more about the moderns who now inhabit those countries than they did about the ancients whose history of dead men's bones they were studying.

In my judgment, it is foolishness to swing a class of pupils away out somewhere into space, clear off onto a patch of some size, and on it begin to erect some sort of an educational structure. Herbert Spencer is entitled to great credit for one thing he emphasized, namely, the relativity of knowledge. Hence all progress must begin where the learner is, and he is to start there with what he knows and work out from this as a central point, thus forming his connections so that he can go out and always return by a direct route to his base of operations. The child has to learn everything anew, and he must always learn from what he experiences, and with and from his experiences, and not otherwise. This being indisputable, the high-school teacher should know all the subjects the pupil has ever studied, or at least the main outlines of each subject, so that he may be able to help the pupil always see a general truth in the light of other truths. True teaching should have breadth of view as well as intensity and narrowness. But all this high-school work is so elementary in its nature that a person who has studied through an ordinary college course ought to be able to point out to a class or a pupil the different provinces of knowledge in a high-school course of instruction and tell something of what lies in each branch.

## A MATHEMATICAL EXCURSION

WORK FOR GRAMMAR GRADE STUDENTS BASED ON A VISIT TO A GREAT INDUSTRIAL PLANT

By FRANK M. HAYES

Principal of Dent High School, Cincinnati, Ohio

OUR class in arithmetic decided to visit the United States Cast Iron Pipe & Foundry Co. at Addyston, Ohio; so we spent one day in talking over the kind of plant the foundry company had and made notes of some things we wanted to find out.

The plant at Addyston is one of a group of eight which are united into a trust. The Eddyston plant is one of the largest and is only about ten miles from Cincinnati, Ohio, on the Ohio River, and is connected with the Big Four Railroad and Baltimore & Ohio Railroad by switches. It is engaged exclusively in the manufacture of cast-iron pipe and special castings to make the connections.

We expected to be interested especially in the foundry and molding shops, and were going to be on the lookout for any information that would help us in our practical problems in the schoolroom. We made a list of notes before starting, as follows: What raw materials are used in the manufacture of pipe? What is the cost of the iron per ton? Is it received by rail or river? Which is the cheaper way? How much iron is needed to make a pipe? What processes does a pipe pass through in its manufacture? How many pipes are cast per day? About what per cent. turn out good? What is done with poor pipe? How much is a finished pipe worth? Is it sold by the pound or by lengths? Where are they sold? How long is a pipe? How many men are employed by the company? How many skilled mechanics? What system is used in paying off? What amount of insurance is carried? What

fire protection has the company? What is the amount of taxable property?

This was the general line of information we were going to seek, and expected to find out much more that would be suggested as we went along.

Upon arriving at the grounds we were amazed at the size of the plant. We found it covered about forty acres and owned sixty acres outside of the main grounds. The company has its own private railroad incorporated, with about seven miles of track, a large switch engine, a rope-making factory, two molding shops, a large pipe shop, a pattern shop, a machine shop, two cleaning sheds, a pattern-storage building, an electric-light plant, a private water-works, and two hotels where some of the employees board.

The first place we visited was the pig-iron yard. Here we saw between 9000 and 10,000 tons of pig-iron all ricked up. Men were hired by the ton to carry this out of the cars and rick it up. We found that a man had a yearly contract to unload this iron at five and a half cents a ton. He hired other men to do the work at five cents a ton, and thus he made one-half a cent on each ton unloaded. The average number of tons on a car was 30, and, as a rule, about 300 tons were used daily. This was extra money for the foreman, as he received a salary for other work which he did.

We asked the price of iron, and were told that scrap costs about \$14 to \$15, poor grades from \$16 to \$20 per ton, and from that up to \$27 a ton for good grades.



All of this information formed the basis for the following questions in arithmetic:

(1) If there were 9500 tons of iron in the yard, costing on an average \$22 a ton, what was it all worth?

(2) If 300 tons are used daily, what does the pig-iron cost the company at an average of \$18 per ton?

(3) How much will it cost to have the 300 tons unloaded?

(4) What amount of money is received by the foreman for unloading 300 tons? What per cent. is that of what the men receive?

(5) This iron came from West Virginia and Tennessee, and the freight rate was about 52 cents a ton. What did the freight on a car holding 34 tons cost? What was the total freight on the train of cars carrying 300 tons?

Next we visited the pattern shop. Here patterns are made for every new irregular-shaped casting. It was a very up-to-date shop, and there were 38 men employed and three apprentices. The average rate of wages was \$2.75 a day. Some made a good deal more and some less.

(1) What will the pattern shop cost the company in wages to run it a week? A month? A year?

(2) The foreman told us that they used about a carload of lumber (10,000 or 12,000 feet of pine or cypress) in about three weeks. What is this cost to the company at four and a half cents a foot?

(3) The lumber was shipped from Michigan. The freight rate was 18 cents a hundred pounds. If the car weighs 20 tons, what does the freight amount to?

From here we went to the pipe shop. This was very interesting, but we thought it very dangerous. Large cranes were swinging around carrying pipes or flasks weighing ten or twelve tons. There is a double set of pits to work with. One pit is filled with cores and flasks one day and the hot molten metal poured in. This must set and cool off. The next day these pipes are taken out and the other pit is filled. The men who run the cranes and set the cores are white laborers, but all ramblers are negroes.

The average wage in the pipe shop is \$1.75 to \$2 per day, and there are about 150 men employed. Hot melted iron is poured from large cups into immense ladles, and these are lifted by cranes and poured into molds, where the iron cools in the shape of a pipe. The pipes range in size from 4 inches to 72 inches in diameter. A four-inch pipe requires about 265 pounds of metal, while a 72-inch pipe requires about 14,000 pounds.

Limestone is mixed with iron and causes the slag to separate out all right. It takes about an equal amount of coke to melt iron when all conditions are favorable.

*Problems.*—(1) If the average wages paid in the pipe shop are \$1.85 a day, what will the wages amount to for a single payday of 12 working days?

(2) Compute the cost of the iron in a 72-inch pipe weighing 14,500 pounds at \$18 per ton.

(3) If a pipe is 72 inches in diameter, find the area of the opening in the pipe.

(4) If 200 four-inch pipes are cast in a pit for a day's work, find the value of the iron used in the pit at \$20 per ton.

(5) If 12 pipes of the cast are bad, what per cent. of the work is lost? What per cent. is good?

(6) The six-inch pit casts 160 pipes per day averaging 408 pounds. If 92 per cent. of the pipes are good, what will be received for them if sold for \$25 a ton?

(7) The 12-inch pit casts 90 pipes per day each, weighing about 1100 pounds. If an inspector accepts 65 pipes, which are sold at \$26 per ton, and 20 of the others are good enough for drain pipes or culvert pipes, and are sold at \$21 per ton, and the rest are scrapped, what does the company receive for the day's cast?

We were shown the system of paying their employees. Their regular payday is every other Saturday. If anyone wants money sooner than that, he can get a "cash order" from the timekeeper and the cashier deducts 10 per cent. for cash.

*Problems.*—(1) If a man earns \$1.65 a day and asks for a cash order, what does he receive after the cashier deducts 10 per cent.?

(2) If the money deducted amounts to \$300 a week, how much money has been drawn on cash orders? How much do the employees receive? There are about 950 men employed here and the payroll amounts to \$23,000 every two weeks. Find the average rate of wages per week before.

(3) If the company takes a contract to furnish 450 lengths of 24-inch water pipe at 2450 pounds per length, what are the pipes worth at \$27.50 a ton?

(4) The Cincinnati water-works ordered 1000 lengths of 60-inch pipe at 10,500 pounds each and 980 lengths of 48-inch pipe at 9940 pounds each. Find the value of the pipe at \$26.50 a ton, charging also \$1.10 extra for sand-blasting.

(5) The Laurel-Jellico Company has the contract of furnishing the Addyston Company a carload of coal every day. This is slack coal used for the large boilers and costs about \$2.50 a ton. What does the coal cost if the cars average 60 tons to the car and six cars are used every week?

There is an almost unlimited supply of problems to be had from such an excursion. I have just barely touched upon the few and have not exhausted any one of these.

## MODERN EDUCATIONAL METHODS

### Defective Children Are Carefully Studied and Put to Tasks That May Help, But Cannot Injure Them

In one of those institutions that, in the old days, would have been called an "idiot asylum" there was a little boy known as Peter.

For a long time after his arrival at the institution Peter was a serious problem. In all his classes he sat staring apathetically before him, taking the work that was put into his hands, holding it patiently until it was taken away, but doing absolutely nothing with it.

However, none of his teachers—for in this institution they do teach even idiots—forced or urged him. They just kept on, day after day, giving him the materials for work and trying with all sorts of gentle wiles to interest him in what the other children were doing.

Then at Easter someone sent him a toy rabbit, and in the manual-training class next day he produced this from his pocket, took up his tools and began a pitiful attempt to carve out a copy of it in the wood before him. Quick to seize the advantage, his teacher, a young woman of unusual pedagogical acumen, helped and guided the fumbling little hands until another rabbit actually did begin to take form before the boy's delighted eyes.

After that there was no trouble with Peter. A way had been found into his mind, and his sleeping faculties had been awakened and set to work. Before long it became evident that somewhere in his darkened mentality there had been lying dormant a real gift for woodworking, and today Peter is rapidly developing into an excellent carpenter.—From "An Experiment Station in Race Improvement," by Frances Maule Björkman, in the *American Review of Reviews* for September.





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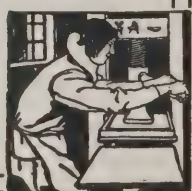
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# HISTORY FROM NINE TO TWELVE

PECULIAR NEEDS OF GRADES WHERE ELEMENTARY COURSE IS BEING ROUNDED OUT  
AND PREPARATION MADE FOR SECONDARY PERIOD

By FRANK A. MANNY

Training School for Teachers, Baltimore

THE social studies of the kindergarten and the first three grades are worked out in advance of some other sections of the curriculum. The apparent necessities of the later years at present crowd the seventh and eighth grades, although the tendency toward treating the period from twelve to eighteen as a single administrative unit will simplify and strengthen the work done during these years. The suggestion contained in such recent works as Dunn, *The Community and the Citizens*; Allen, *Civics and Health*; the Gulick Hygiene Series, and the experiments toward a broader science course in these grades which recognizes more adequately the functional, human and historical elements in the science of nature—all these influences will aid in bringing about a better state of affairs.

The outcome of the early years and the advance of the later is to a great extent dependent upon what we can work out in those three important but often little understood grades from nine to twelve. These are the years in which the elementary course is rounded out and the secondary period prepared for. They are often neglected, as was strikingly stated by Mrs. Young in a conversation years ago: "Our elementary schools are like some armies—stronger in the wings, but weak in the center."

I have examined and worked upon many courses of study for this period. There is a more or less defined tendency to recognize in the fourth grade the keen interest of the pupils in exploration and discovery. In the fifth there seems to be a need for acquaintance with a larger number of important persons and for more background for the scattered interests of the previous years. When we come to the sixth the course becomes more systematic, but tends to swing between overcrowding, on the one hand, and too great narrowness for the sake of more intense study, on the other.

One cause for difficulty is found in the rival claims of general and American history for time; another lies in the urgency upon a limitation to an amount which can be so drilled upon that the pupil will be able to carry over into his next years a substantial knowledge of "real" history. There are two statements by Dr. Dewey that have bearing here. One is that "differentiation rather than correlation affords us the point of view in curriculum-making and use." The other is that "continuity rather than repetition is the basis of drill." The pupil's natural interest in history is by no means so provincial as the outcome of our high-school courses would indicate. He takes a decided interest in world matters at an early age, but we overurge him to differentiate American concerns and then to treat them in isolation from the larger relationships. Then, too, we underestimate his tendency to organize in his own way. He has a decided interest in a continuity of his own, but we are often so provincial that we neglect to recognize the excellence of his method for his purposes and its value as a propaedeutic in bringing about better methods later on.

Another need in course of study statement is more attention to effective formulation to assist the teacher and parent to think through its material by subjects and by years. The ordinary curriculum usually compels the expert to spend considerable time upon it in order to find

what little thread there may be to hold it together. It is not strange, then, that the average teacher does not "look before and after," and so neglects one of the most effective means of eliminating waste.

The following scheme has seemed to me to meet some of the needs stated above, or at least to provide a more definite basis for the discussion of them. The early years are spent in a wide range of personal acquaintance with children, men and women of our own and past times even back to the primitive days and an increasingly valuable participation in some of their activities and interests. The time element has not had much emphasis, but place has worked out in home geography, and the newer movement toward form studies\* is bringing this into use.

An important problem of the next three years is the differentiation of space and time interests and their use as more effective tools. This might be centered in three large problems:

- I. Getting the world chart.
- II. Filling in the world chart.
- III. The struggle for the control of the world chart.

By this means geography and history would not be unduly separated and the various demands for material of a wide range could be adjusted according to the special needs of the school. Those who are calling for more European history and geography do not usually make clear their desire for this in relation to larger inclusion of domestic and foreign interests. The actual amount of one or the other is of much less importance than is the keeping of both in one universe of discourse and the prevention of a dualism.

The discovery and exploration interests of the fourth grade are by this means given a more definite relation to the following years, as are also the biographical and other social studies which so often leave the fifth overflowing with disconnected inventors, statesmen and philanthropists.

The sixth grade offers a rare opportunity for dramatic statement. There are at least four great contests which have an urgent appeal at this age. These can have much greater significance if seen as stages in one great struggle. The eleven-year-old boy or girl can take in a big as easily

\*See Dr. Judd's article in the *Elementary School Teacher*.

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as a small movement if he has any use for it. The situation is much the same as that seen in the demonstration that the mind of the little child takes in a word as easily as a letter.

Following are the nation-duels for the contest of the world chart as known. In each case the great man who emerges serves to focus the situation and to utilize the material of the previous year:

A. Persia versus Greece. Recalls Troy versus Greece. Leads up to Alexander.

B. Carthage versus Rome. Leads up to Julius and Augustus Cæsar.

C. Moors versus Franks. Leads up to Charlemagne.

D. French versus English. Recalls the Spanish Armada. Leads up to Washington in America and Napoleon in Europe.

This scheme enables the school to use colonial or other material, but whatever is used can be seen in relation to large yet definite activities. I have not elaborated details, but the various historical studies in manual training, nature study, etc., made in some of our best schools, such as the evolution of lighting, the measurement of time and weight, etc., would serve to make more effective the effort to render the ideas of time and place more serviceable tools.

By the close of the sixth grade a pupil ought to be able to draw rough maps of North America and Europe and to place in them in a limited time the main movement of historical development, showing thus his ability to think it through.

It would be interesting to connect this arrangement of the three years with the science work of the next three years, in which there seems to be a tendency to find place for a general course in which the student will get some ideas, on the one hand, of a universe chart, or at least one which gives him some use of our planetary system, and, on the other, of the evolutionary movement. There seems to be a need for something of this sort to bring into relation the material which nature study and allied subjects have brought into his experience and to enable him to see its larger meaning before he plunges into the series of too often disconnected sciences in which he is sometimes so busy doing that he has little time or tendency to organize meanings.

## A NEW OPPORTUNITY IN INDUSTRIAL EDUCATION

Recently Opened Wentworth Institute in Massachusetts Aims to Furnish Education in Mechanical Arts

The first requisite of education should be that it helps the boy to make a livelihood. Whatever else it may do, it should at least train him properly for some occupation. Education which thus ministers to self-support is attracting wide attention, and the need for the development of trade schools in all important industrial centers has become everywhere recognized.

In this matter of trade schools Boston merits particular attention, as it is especially in advance in this direction. The most recent accession to the list of existing educational institutions is the New Wentworth Institute. The new trade school was founded by the late Arioch Wentworth, a citizen of Boston, who left over three and a half million dollars for the purpose of "furnishing education in mechanical art." It is located on a magnificent site containing 13 acres of land, which is in the vicinity where some of Boston's famous institutions are situated, such as the new Fine Arts Museum, Harvard Medical School, Tufts College, Simmons College, Boston Normal School, the Conservatory of Music, Young Men's Christian Association, Symphony Hall and its splendid new opera-house.

The aim of the new school is to give young men practical instruction which will enable them to enter industrial life prepared to do and earn from the moment of graduation. These courses are for those who wish to become skilled and intelligent artisans and industrial workers, and also for those who wish to prepare themselves for more responsible positions in mechanical and manufacturing plants.

"To furnish education in mechanical arts" is the statement of purpose made by Mr. Wentworth in his bequest. This phrase defines both the general field of education which the new school occupies, and it also defines with equal definiteness many of its essential characteristics. It is a school to furnish education in mechanical arts; in other words, a school to train young men for a higher degree of efficiency in mechanical trade requiring both skill and intelligence than they may attain through any opportunities which are now open to them.

## Attention! Teachers of Maryland

I can supply at reasonable price copies of my panoramic picture of educators gathered at Allegany County Continuation School this Summer



GILBERT, Photographer, Frostburg, Md.



# Educational News

*Professor of Secondary Education.*—President Alderman of the University of Virginia announces the appointment, by order of the executive committee of the board of visitors, of Charles G. Maphis as professor of secondary education and State examiner of high schools.

*New Domestic Science Course.*—The Board of School Commissioners of Harford County will establish a course in domestic science at the Aberdeen High School this year. Miss Lucy Boyd of Havre de Grace will be the instructor.

*Hygiene Course at Princeton.*—With the largest freshman class in the history of the institution, Princeton University opened for the year on September 21. Dr. Joseph E. Raycroft, formerly of the University of Chicago, occupies the professorship of hygiene and physical education. Every freshman must take this course, but with the upper classmen it is elective. George G. McClellan, former Mayor of New York, will be professor of the Department of Public Affairs.

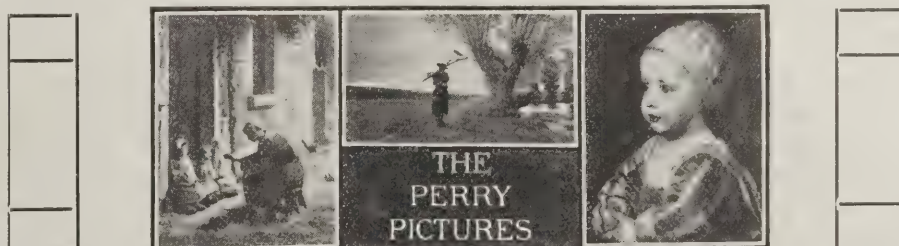
*College Courses in Normal Schools.*—The Wisconsin Legislature of 1911 authorized the Board of Regents of Normal Schools to offer two years of college work in each of the State normal schools. In pursuance of this law the work of the freshman year has already been established, and the work of the sophomore year will be given beginning with September, 1912.

*Changes at Catholic University.*—Cardinal Gibbons will probably administer the oath of allegiance to the Holy See, taken by the new members of the faculty of the Catholic Univer-

sity of America at the mass of the Holy Ghost on October 8, five days after the institution opens for the coming scholastic year. An important shift at the university is the resignation of Very Rev. Patrick Grannan, former president of St. Charles College, in Howard county, Maryland. Since the inclusion of a theological department at the Catholic University he has held the Margaret Hughes Kelly chair of Sacred Scriptures. An important appointment is that of Dr. Paul Gleis of the University of Bonn to the chair of Germanic languages and literature, endowed by the will of the late Rev. Anthony Walberg of Cincinnati. Dr. Gleis is considered an authority on his own particular subject. Other appointments announced for the coming year include: Dr. Wilbur F. Dales, a graduate of the Catholic University, Greek department; John James Cantwell, Washington, drawing and drafting; Vincent Toomey, Washington, and Dr. Thomas C. Carrigan, Worcester, Mass., law; Rev. Dr. P. J. McCormick, department of education; James Fran-

cis Connor, Boys' Latin School, Baltimore, mathematics.

*Criticism of Rural Schools.*—About a month ago a blank was prepared by State Superintendent Cary of Wisconsin and sent to representative men in the rural districts of the State. This blank called for information concerning the country schools and also asked for suggestions that would lead to their improvement. Those to whom the blanks were sent were asked to name the weaknesses of the country schools and to suggest remedies. They were also asked to give their opinion regarding certain definite propositions, such as consolidation, taxation, course of study, and the like. Replies came in from over 400 persons. These blanks were filled out in a way to show that country people are thinking about educational matters. The opinions expressed and the suggestions given are worthy of perusal by anyone interested in constructive educational work for the rural communities. Following is a brief summary of the answers given:



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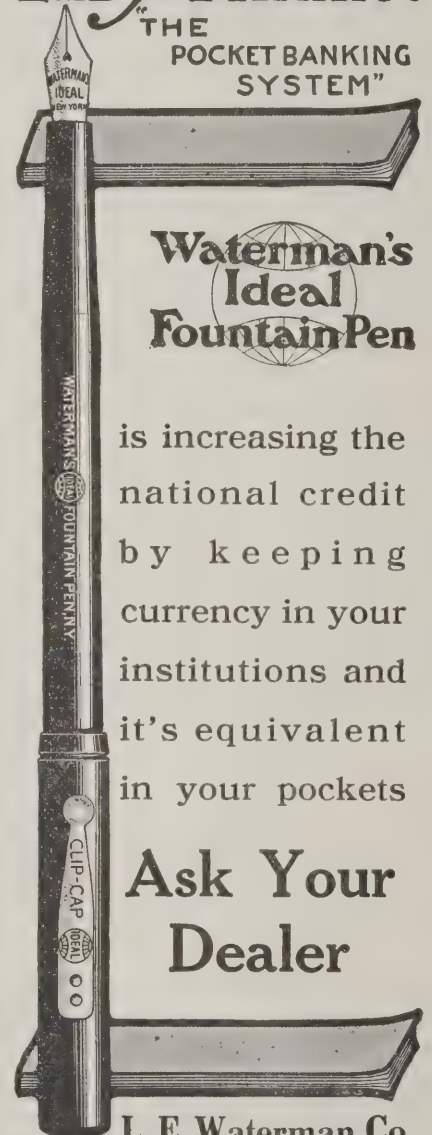
Baltimore, Md.

*Greatest weaknesses:* (1) Too many weak, inefficient, untrained teachers. Many of them are too young to realize their responsibilities. Many of them are city girls who have no knowledge of rural life and no interest in its development. As a rule, they are impractical, not knowing the difference between the essentials and non-essentials. The poorer ones offer to teach for small wages, thereby driving the better teachers out of the profession. (2) Ignorance, lack of interest and co-operation on the part of parents. Frequently parents take the part of their children against the teacher. (3) In many cases inefficient school officers, who neglect their duties. This results in poor, unbusinesslike management of the schools. (4) Irregular attendance. Not a strict enough enforcement of the compulsory attendance law. (5) Lack of proper supervision. (6) Many schools are too small. (7) Lack of thorough work in the fundamentals. Schools try to cover too much ground. Children are pushed too fast in their studies. *Principal suggestions:* (1) Train the teachers for the work in country schools. Do not let them teach before they are trained for this work. (2) Pay the good, efficient teachers higher wages. (3) Enforce the compulsory attendance law. (4) Consolidate the schools where they are small and where it is feasible. (5) Stir up interest in educational matters by means of parents' meetings, debating societies, farmers' clubs, school entertainments, etc. Make the school a social center. (6) Secure better supervision. (7) Do more thorough work in the fundamentals. Make the school work more practical. Adapt the work to the needs of the community.

*Examinations for the Philippine Service.*—The United States Civil Service Commission announces an examination on December 27-28, 1911, to fill vacancies as they may occur in the positions of teacher, industrial teacher and clerk in the Philippine Service. The entrance salary of the majority of male appointees will be \$1200 per annum, and appointees will be eligible for promotion up to \$2000 per annum as teachers. Eligibility in the assistant examination is required for promotion to the positions of division superintendent, which carry salaries ranging from \$1800 to \$3000. The work of American men teachers is largely of a supervisory character, and the higher positions are filled as vacancies occur by the promotion of

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those who have demonstrated their efficiency and ability in the service. Heretofore the majority of those qualifying in the assistant examination who are willing to accept appointment as teachers have been selected. Others will be required in the various clerical and administrative offices in the islands. Only men will be admitted to the assistant examination. Women will not be admitted to the teacher examination unless they are the wives, immediate relatives or fiancées of men examined for teacher or assistant or appointed to or already employed in the Philippine Service, except that those who have had special experience in the teaching of domestic science and home economy, or have had training in these subjects and are applicants for positions as special teachers of domestic science and home economy may be admitted. Each woman applicant should state definitely in her application the name, address and relationship of such person, or that she is applicant for a position as a teacher of domestic science and home economy. Appointments made from the female teacher register will be at entrance salaries of \$1000 to \$1200. It is desired to secure as many eligibles as possible who are graduates of colleges and normal schools and of polytechnic and agricultural schools. The Philippine school year begins in the early part of June and ends with the month of March. A Vacation Assembly and Teachers' Camp is conducted by the Bureau of Education at the summer capital in Baguio during the latter part of April and the month of May. So far as possible, appointments of teachers are made with a view to their arrival at Manila in time to attend the Assembly at Baguio. When appointees cannot arrange to sail early in March so as to be in attendance at the Assembly, their departure can be postponed until late in April or the first week in May. Later sailings are sometimes permitted, but few appointments are made during the remainder of the year.

*Baltimore Graduates Find Positions in South.*—Two graduates of Bard-Avon School of Expression have left for the South to become teachers in prominent schools. Miss Dwinelle Benthall, 1909, goes to Richmond to the College for Women, and Miss Elizabeth Smith, 1910, to Orlando, Fla., to the Cathedral School.

*New College Buildings for Frederick.*—The sum of \$25,000 has been pledged to the funds for the erection of new buildings for the Women's Col-

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lege, according to the announcement of the board of directors of the institution. It is hoped that \$100,000 will be given for the purpose, but work on the new structures will be commenced when the \$60,000 mark is passed. President Joseph H. Apple is in charge of the fund, and it was largely through his efforts that \$60,000 was raised for the new Young Men's Christian Association building.

*Open-Air School.*—The Gilman Country School, Roland Park, of which Mr. Edwin B. King is the headmaster, opened for the fall term last week. About 150 boys are enrolled. The Gilman Country School is acknowledged as being the originator and first to experiment with the open-air schoolroom idea. To try this out a classroom has been built closed on the north and west sides and open always on the south side. Boys whose ages range from 8 to 11 years will occupy this room.

*Hampden-Sidney Loses Professor.* Dr. Stevenson Smith of Hampden-Sidney College, who has had charge of the psychological clinic at Teachers College, Columbia University, this summer, has accepted a position in the University of Washington, Seattle, Washington, to establish a psychological clinic in that institution. The position has been created in connection with Gatzert Foundation for Child Welfare, and offers wide opportunities for usefulness. Aside from the work in the University, the Foundation provides for public lectures and an experimental school for teaching. Dr. Smith will have the co-operation of a large corps of physicians.

*New York to Have an Investigation.* The Board of Estimates and Apportionment of New York city is conducting an investigation of the city public schools and has enlisted the services of the following educational experts: Prof. Paul H. Hanus of Harvard University, Prof. E. H. Elliott of the University of Wisconsin, Prof. F. M. McMurry of Teachers College, Columbia University; Dr. Frank P. Bachman of the Cleveland Normal School, and Dr. J. D. Burks, Philadelphia, Pa.

*Wellesley's New President.*—Miss Ellen Fitz Pendleton, associate professor of mathematics, dean and acting president of Wellesley College, has been elected president of the institution.

*Mr. Davidson Goes to Washington.* William M. Davidson, superintendent of schools at Omaha, Neb., has been elected to the position of superintendent of schools at Washington, D. C.





# Books and Magazines

## American History for Grammar Schools.

By Marguerite Stockman Dickson. 531 + lli pp. \$1 net. The MacMillan Co., New York.

**A History of the United States for Schools.** By Andrew C. McLaughlin and Claude H. Van Tyne. 430 + lxxviii pp. \$1 net. D. Appleton & Co., New York.

These are excellent examples of the great improvement during recent years in history textbooks for the elementary schools, and they well represent two types of strength. Mrs. Dickson's volume represents peculiarly the teacher's point of view, and while maintaining good standards of accuracy and care, its great strength lies in the intimate knowledge of teaching conditions which the author brings to her work. Professors McLaughlin and Van Tyne, needless to say, bring to their task the best scholarly equipment and have written an excellent epitome; but notwithstanding the friendly criticism of several teachers familiar with elementary work, the text shows in various ways that it was not prepared by teachers of children. In a word, Dr. McLaughlin and Dr. Van Tyne exhibit a superior mastery of material and breadth of grasp, while Mrs. Dickson is much better qualified in adapting the material to children and supplying helps for intelligent study. It would not be fair to leave the impression, however, that the style of the university professors is involved or difficult, and it has already been stated that Mrs. Dickson has shown praiseworthy care on the purely historical side of her task. It is to be hoped that the point of view of the scholar and that of the teacher may soon be combined to produce a better school text than we have yet had. But already the advance is immense over a quarter century ago.

The system of separate paging for the appendixes, followed by both authors, is not desirable in a textbook for children. The real reason for its use is doubtless to avoid emphasizing the fact that the books contain as many pages as they do. But the fact must soon be recognized that in the grammar-grade textbook it is a point of merit to have a larger number of pages than is usual. Only by increasing the size of the books can space be secured for the increased detail necessary for making the narrative truly vivid and real.

J. M. G.

**First-Year Mathematics for Secondary Schools, Second-Year Mathematics for Secondary Schools, and Teacher's Manual for First-Year Mathematics.** By George W. Myers. \$1, \$1.50 and 80 cents, net. University of Chicago Press, Chicago.

These three books are a part of the University of Chicago Mathematical series, published under the general editorial supervision of Professor E. H. Moore.

The text books are probably an outgrowth of the "inductive method" of which the late President Harper was so great an exponent. The basal idea seems to be to present in each case specific problems and then to introduce the principles of algebra and geometry

required for their expeditious solution. The problems are so chosen as to develop the required principles in their logical order, as well as to bring out their practical utility. The ground covered by the two books is about what is required for one unit each of algebra and geometry for college entrance. The two subjects are interwoven so as to show their mutual relation, and while no attempt is made to discredit algebra as algebra or geometry as geometry, the tendency of the text is to give the pupil the idea that mathematical methods are being studied rather than either algebra or geometry. The *First-Year Mathematics* gives more space to algebra and its application, while in the *Second-Year Mathematics* geometry predominates.

The *Teacher's Manual*, besides giving numerous pedagogical suggestions of value, divides the text into ideal "lessons." It also contains answers to the exercises of the text. The books have the advantage of having been successfully tried for four years in the University of Chicago High School and revised in accordance with that experience.

H. A. C.

**The Riverside Readers.** By James H. Van Sickle and Wilhelmina Seegmiller, assisted by Frances Jenkins. Primer, 124 pp.; First Reader, 124 pp.; Second Reader, 189 pp. Houghton-Mifflin Company.

The series so far contains only these first three books. All school people will be interested in this series not only because of the educational standing of the authors, but also because of the artistic merits of the illustrative material and the book-making. Miss Seegmiller's work in art is well known. The *Primer* contains a vocabulary somewhat larger than that of the ordinary first grade reader. There are about five hundred words in the entire book, one hundred of which the authors consider fundamental to a child's written and spoken work. The child's counting, story, and game interests are used as bases for the lessons. Dialogue is introduced in the *Primer*, and is continued throughout the three books as a feature for aiding dramatic interpretation.

The *First Reader* is well arranged in five story groups: "Tales of long Ago" contains Mother Goose rhymes and tales; "Under the Apple Tree," stories of nests, birds, bees, and swings; "The Little Red Hen," stories of the barnyard; "A Dozen Toilers," stories of industry—the baker, the engineer, the ticket-seller, the miner, etc.; "The Gingerbread Boy," fanciful stories; "The Cat that Waited," and "Red, Blue, and Gold." Provision is made for the teaching of phonics in "Suggestions to Teachers," at the end of both books.

The *Second Reader* takes the child into story land. German and Norse folk tales, hero stories, poems by Josephine Preston Peabody, Robert Louis Stevenson, Lear, and Rosetti, are included among others. This reader is not as attractive in illustration as the *First*; indeed, though all three are splendidly done and mark a decided advance in school texts for children, the *First Reader* seems by far to have had the best

efforts put upon it. These books will be welcomed by all teachers who want the best reading material for their classes.

**Baldwin and Bender's Readers.** By James Baldwin and Ida C. Bender. First Reader, 144 pp., 30 cents; Second Reader, 176 pp., 35 cents; Third, Fourth, Fifth, Sixth, Seventh, and Eighth Readers, each 258 pp., 45 cents. American Book Co.

These authors are also well known to school people all over the country. The books are illustrated in black and white line cuts, with colored pages interposed here and there. The usual reading approach is made in the first reader through the action, story, and nature-interests of the little child. This is continued through the second and third books, and then the historical interest of the child is appealed to. The fourth book contains a number of historical stories. The books are simpler than usual, which is a recommendation, for reading material, particularly that used for oral work, is ordinarily graded too far in advance of the reading power of the children.

**American School Readers.** By Kate F. Oswell and C. B. Gilbert. Primer, 120 pp.;

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E. J. CHISM, N. CHAPMAN,  
Gen. Pass. Agent. Asst. Gen. Pass. Agt.

First Reader, Second Reader, 184 pp. Mac-Millan Company.

The authors claim for their books these special merits: *The Primer* is a continued story; the same children with their friends and pets appear throughout in the series of incidents. The pictures are reproductions of photographs of real children, and therefore are especially suited to aid in the interpretation of the text.

*The Second Reader* makes use of the repetition of the story in which words and phrases occur repeatedly. The books have literary merits representative of standard literature for children. *The Primer* seems to be the unusual book so far in this series.

**The West in the East.** By Price Collier. 534 pp. \$1.50 net. Charles Scribner's Sons, New York.

This entertaining volume is the work of the author of *England and the English*, which was so well received by British readers a few years ago. It is written with Mr. Collier's customary directness, vigor, and decision, and is devoted to India, which receives more than half the space, China and Japan. The author is deeply interested in India, where, he believes, British rule, despite some mistakes and some unfortunate features, has been of vast benefit and is still indispensable. For the Japanese he seems to have a strong dislike, finding them vain, opinionated, and decidedly barbarous under their veneer of civilization. The Chinese, in his opinion, are much superior, and have a future of wonderful promise. To those who have read Mr. Collier or heard his public addresses, it is unnecessary to say that he does not hesitate to criticize Europeans and his own fellow countrymen of America as freely, emphatically, and sarcastically as he criticises upon occasion the Orientals. His viewpoint is imperialistic and his tone dogmatic, but he has written an interesting and informing book of travel.

**Pinocchio in Africa.** Trans. from the Italian of Cherubini by Angelo Patri. 152 pp. 40 cents. Ginn & Co., Boston.

The story of the adventure of the marionette, fashioned by an old woodchopper from a stick of kindling wood, is one of the most delightful of fairy tales. The stories of Pinocchio's further travels, in Africa, will bring new joy to many eager children who love the earlier tales. The illustrations by Charles Copeland are very amusing.

**Great Inventions and Discoveries.** By Willis D. Piercy. 206 pp. 40 cents. C. E. Merrill & Co., New York.

This series of brief narratives of important inventions and discoveries is simply written, with small use of technical terms, and is well suited to school use. Beginning with the printing press and the steam engine, the author proceeds, in seventeen chapters, to dirigible balloons and aeroplanes. The chapter on the discovery of America seems out of place, and space thus wasted might well have been given to a fuller treatment of aeronautics, in which young people are keenly interested.

The American Book Company has added to the Eclectic English Classic series the following: George Eliot's *Silas Marner* (edited by May McKittrick, 220 pp., 20 cents); Carlyle's *Essay on Burns* (edited by Edwin L. Miller, 128 pp., 20 cents); Goldsmith's *Vicar of Wakefield* (edited by Alexander F. Hansen, 224 pp., 20 cents); and Shakespeare's *Merchant of Venice* (edited by Gilbert Sykes Blakely, 112 pp., 20 cents). Each volume contains a sketch of the author's life and work, together with

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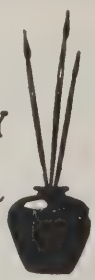


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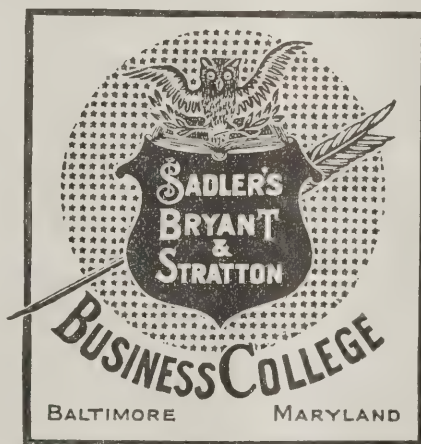
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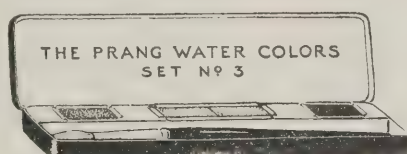
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Formerly Head of English Department, State Normal School, Oshkosh, Wisconsin

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# ATLANTIC EDUCATIONAL JOURNAL

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## RAILROADS AND INDUSTRIAL DEVELOPMENT

A STUDY OF THE BALTIMORE & OHIO WITH SPECIAL REFERENCE TO ITS INFLUENCE  
UPON THE LIFE OF THE COMMUNITY TRAVERSED

By LOUISE GORDON STEVENSON

University of Cincinnati

A HUNDRED years ago only Indians lived in the Central States. What is the present population of this section? (Arithmetic problem). 26,000,000. Compare this with the population of the Northeastern States; with that of the Southern States. Are there any large cities in the Central States? Among others, Chicago, the second largest in United States, and St. Louis, the fourth in size, besides our own city—Cincinnati.

Why have so many people come here? What are their occupations? After studying occupations, products, etc.: Do the Central States use all that they produce? All that they manufacture? Where is it sent? How are these States connected with each other and with the ocean? *What has been the effect of such excellent transportation highways (4 kinds) upon population and business?*

Let us take up one railroad, the Baltimore and Ohio, in particular, and see what it has done for the States throughout which it passes.

Why should a railway through the Central States be called the Baltimore and Ohio? Why was it built?

In 1827 the citizens of Baltimore were very anxious to have their city grow and become a great trade-center; but they had one very serious problem. Was there anything the matter with the city's location? How could they ship goods to the interior of the country and get goods from there in return?

There were no rivers or canals that they could use. What were the difficulties of canal-building? (Canals have preceded as a type-study in the northeastern section).

from his brother in England, telling him about a plan that was being tried there to haul wagons over rails. He told all his friends about it, and that evening 25 of them met at his home to talk about building a railroad that would connect Baltimore with the West. What were some problems that they had to meet?

(1) *How to begin.* Nobody knew. Why not make their railroad just like other railroads? There were none except in England. Men were sent there to find out just how the roads were built; also to inspect two short tracks in America, where coal-cars were pulled on rails by mules.



A B. & O. LOCOMOTIVE IN 1831.

(2) *Where to get money.* When the investigators had made their report, it was found

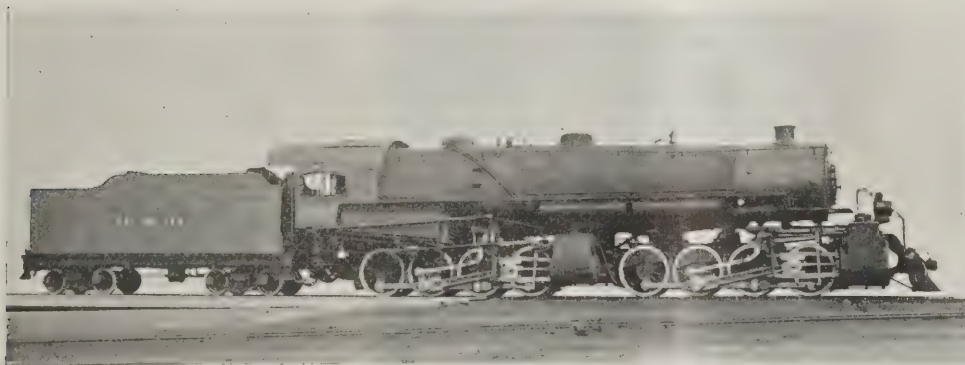
that at least \$3,000,000 would be needed to begin with. One-sixth of this amount was given by the State of Maryland, another sixth by the city of Baltimore, and the rest by private citizens, who now became stockholders or partners in the road, from which they hoped some day to get extra money for what they were putting in at that time.

(3) Just as the colonies had to have a charter from the King, every big business company with stockholders has to get a *charter from the State Legislature*. How would the Baltimore and Ohio company convince the members of the Legislature that their road was a good business proposition and would be successful?

Give some reports and arguments, e. g., flour in Wheeling is worth \$1 a barrel; \$5 in Baltimore. If a railroad were built, one barrel could be shipped for \$1, whereas shipping then cost \$4. This would raise the price at Wheeling to \$4. Develop the idea that no commodity is valuable unless marketable; several illustrations.

(4) *What direction to start.* Would it be better

to cut a road through the woods and mountains, or use a trail, or even a pike already made? The road chosen was an old Indian path which George Washington had surveyed for a stage-coach road. Later on General Braddock marched to his defeat over this same trail, and it finally became a national turnpike over which people con-



A B. & O. LOCOMOTIVE SHOWING EIGHTY YEARS OF PROGRESS.

The people of Baltimore had planned to build a great canal to join the Chesapeake Bay and the Ohio River, but when they found that it would take 398 locks, and would cost \$22,000,000, they gave it up. What could they do?

Just at this time a very prominent man received a letter



stantly traveled from east to west.

The first stone of the railroad was laid on July 4, 1828. A great crowd gathered outside the city; there was music and fine speeches. The first spadeful of earth was dug by Charles Carroll of Carrollton, who had been one of the signers of the Declaration of Independence.

He was then 90 years old. When he handed back the spade, he said: "I consider this the most important act of my life, next to signing the Declaration of Independence." This same stone was found about twelve years ago, and is now kept in a steel cage at Baltimore.

The first track was laid to Ellicott's Mills, fifteen miles from Baltimore. It cost \$17,000 per mile.

After finishing the track, what next had to be provided? Something to draw the cars. Horses were tried for a short time. One horse drew several cars to Ellicott's Mills, 3 times a day except on Sunday. The speed was 15 miles an hour. What is the average speed of a horse,



A MODERN ALL-STEEL PASSENGER COACH.

road to Frederick, 61 miles (see map.) The stone freight-house that they built there is still in use, and is the oldest railway freight-house in the world.

How would the farmers now take advantage of this new track? What would Baltimore send in return? Bricks, lime, plaster paris, which had never gone far inland before. In the first two and one-half years 300,000 passengers were carried without a single accident. Why would people like to travel by rail?

In the meantime, the people who were still planning for the Chesapeake and Ohio canal, had not been idle. At Point of Rocks, Maryland, this canal was to run side by side with the railroad. Would the canal company be favorable to the Baltimore & Ohio? What would they try to do?

One thing was to spend a great deal of money to have a law passed that would make the railroad use horses where its tracks ran near the canal, because the engines frightened the canalboat mules. What could the railroad do about this? What other companies would fight the railroads? (Turnpikes.)

What other problem always came up when extension was necessary? Money, sources. Stockholders wanted some of the profits that they thought were due by this time, and did not want to spend more money. (Use in hygiene the difficulty of getting *sober* labor,—murders, riots, etc.)

What important city near Baltimore could easily be connected by a branch? What class of people would use it constantly? Notice the trademark or seal of the Baltimore & Ohio. This branch road was the first in the United States to carry the United States mail. Read story of fast carrying of the President's message in 1838.

As the road pushed westward to Harper's Ferry, and past it, what route was chosen, and why? What new difficulty arises? Mountains. What men study such things and make it their occupation? Short talk on triumphs of engineering; cost of such work, tunneling through granite, etc. By 1842, in spite of many discouragements and lack of money, the road was put through to Cumberland; and was now 178 miles long on the main line.

To what city would they next move? Wheeling. Difficulties? Same as before,



THE WORLD'S FIRST SUCCESSFUL ELECTRIC LOCOMOTIVE.

pulling a wagon over a country road? Was this any gain? Was it great enough to pay for the enormous amount spent?

Something else must be done. One man even tried to propel cars by sails like boat-sails. Finally Peter Cooper, a wealthy man of New York, who was interested because he had bought some land near Baltimore and wanted it to be worth a great deal, built a steam engine, whose boiler tubes were made of old gun-barrels. This was the first steam engine built in America; it was no bigger than a hand-car.

What did people think of using steam to draw the cars? Cite example of opposition, such as dangers of rapid travel, "need of brass or iron bones to go 50 miles an hour," story of the old gentleman so full of velocity from railway travelling that he dashed into an iron post and shivered it to pieces.

After the success of the "Tom Thumb" Cooper's model, what would other inventors try to do? Make better ones. Show pictures of evolution



A MODERN STEEL FREIGHT CAR.



but worse. Even the engineers were surprised at the roughness of the country. Between Cumberland and Wheeling there are 11 tunnels, total length 11,156 feet, 113 bridges, total length 7003 feet including Monongahela viaduct, 650 feet at that time the longest iron bridge in America. How long to pass through one tunnel? Have you ever been in one? A great celebration was held when this branch was finished; why important? Description can be read of the terror of some of the distinguished guests while crossing the mountains. Less than twenty-five years before, horses had been the only motive power; now there were 139 locomotives, 96 passenger cars, and 2567 freight cars. Before the railway reached this point, coal had been mined in *one* little town. How shipped? On flatboats down the river; boats were sold, and the crew walked home. What change now? First year 4964 tons by rail, in seven years 132,534 tons annually.

In 1832, they shipped 253 tons of grain.

In 1852, they shipped 5000 tons of grain.

Trace further extension to Parkersburg; water connection with Marietta; thence to Chillicothe and Cincinnati. Brief summary of Ohio and Mississippi Railroad. Constant use of maps.

What would be the effects of completing a through route to St. Louis? Read description of the grand excursion and celebration.

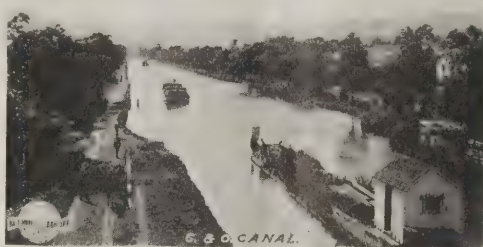
Is Baltimore the best port in the United States? With what others has the Baltimore & Ohio had to connect by extension? Advantages of this.

What other great systems connect with the Baltimore & Ohio? See folder on "Baltimore & Ohio System, between East and West through the great gateway of Chicago and St. Louis." Cincinnati, Memphis and New Orleans branch via Louisville and Central Illinois Railway.) Why connect and have so many branches? Consider the amount of freight carried in one day—both ways—make list of articles.

In order to carry so much freight quickly and cheaply, what must a large railway system do constantly? Improve. To save time, and therefore expense, to attract trade in both passenger and freight departments. Make



AN EARLY HIGHWAY OF TRANSPORTATION—THE TURNPIKE.



A LATER STAGE OF TRANSPORTATION—THE CANAL.



THE BEGINNING OF A NEW METHOD OF TRANSPORTATION.



THE MODERN RAILWAY.



NEITHER MOUNTAINS NOR WATER STOP THE EXTENSION OF THE STEAM ROADS.

a list of such improvements, such as shortening track (how?) increasing level stretches, how? cutting tunnels; short-cut tracks around great cities; use of heavier cars and engines; third tracks in heavy business districts, which last especially adds both comfort and safety to passenger travel. [Children might read and report on these.]

IN 1910.

(a) Rebuilding and strengthening of railway bridges in Philadelphia division. Brandywine viaduct to be replaced by stone arch.

Susquehanna Railway bridge recently made double track, over a mile long. At west end, curves to be removed for smoother, faster running of passenger trains.

(b) eliminate grade-crossings in Baltimore; also in Columbus and near Pittsburg. Safer and quicker. What work of this kind will shortly be done by Baltimore & Ohio and other railways in Cincinnati? Who pays for it?

(c) Third tracks in Cumberland division, especially at high-grades.

(d) New double track tunnel between Terra Alta and Grafton, to be ventilated by modern plans, (smoke carried ahead of trains) another at Sand Patch.

(e) Removing of four dangerous tunnels.

(f) Track-tanks; delivering water to engines while running.

(g) Junction with Monongahela River Railway and West Virginia Short Line. Provides outlet to lakes for Fairmont coal.

(h) Revision of grades on Cleveland, Lorain and Wheeling branch.

(i) Improvements at Lorain in water-fronts, docks, wharves.

(j) Chicago track elevation. Especially important—why? (Application to possibility in Cincinnati.)

What has begun to take the place of steam? In 1893, the first electric locomotives in America were used by the Baltimore & Ohio. Since then a special kind of freight locomotive, the heaviest used, has been invented. How much stronger are electric engines than steam engines? Advantages for passenger service? for freight?

How is comfort of passengers cared for? Expensive stations should be considered here. How have trains improved in this respect? If you were taking a trip





FOUNDERS OF THE B. & O. RAILROAD.

from New York to St. Louis, what interesting places would you see? How long would it take? (Observation Booklet.)

What does all this cost a railway? (Excellent arithmetic material.) See Cost of Living to Railways, in Sources of Material. What other expenses does it have? Make list of different classes of workmen, office forces, departments, divisions. Why have departments and divisions? How kept in touch?

What connection with the laws? With what law-making bodies? Can a railroad be treated as an individual, a person? What wrong things does it often do? How can these be prevented? What can we do about it?

How should a railway treat all its passengers? All its shippers? Why?

What inventions have helped and improved railroads? List. The Baltimore & Ohio was the first to use many of these, including the telegraph. What becomes of old, out-of-date machinery? Does it pay to keep it?

What becomes of the railway's profits?

With what other roads does the Baltimore & Ohio compete? What great advantages has it in the Central States? Why would you choose it for a trip? Why choose another?

*When Railroads Were New.*—C. F. Carter.

*Book of the Royal Blue.*—B. & O. Pass. Dept.

January, 1910.—Reasons Why.

August, 1910.—Electricity a Factor in Train-Lighting; Important Engineering Work extending the efficiency of the Baltimore & Ohio; Cost of Living to Railways.

September, 1910.—Electric Locomotives; Bridge Over Susquehanna River; New Freight Terminal at Washington.

January, 1909.—Interior of New Union Station at Washington.

March, 1909.—Rest Houses on the Baltimore & Ohio.

May, 1909.—New Liberty Street Terminal at New York.

July, 1909.—Eighty-first Birthday of the Baltimore & Ohio.

August, 1909.—Track Tanks.

December, 1908.—New Liberty Street Terminal.

*Southwestern's Book.*—B. & O. S. W. Pass. Dept.

Marvelous Development of the Southwest.

*Illustrations.*—Each magazine article is profusely illustrated. Royal Blue books can be borrowed from officials in the passenger department. See railway maps in folders.

## TOPICAL OUTLINE AND STUDY GUIDE

HISTORY OF THE UNITED STATES: X—RECONSTRUCTION OF THE UNION (1865-1877)  
AND XI DEVELOPMENT OF THE REUNITED NATION (1877-1898).

By J. MONTGOMERY GAMBRILL

Head of the Department of History and Civics, Baltimore Polytechnic Institute

NOTE: *The Outline and Study Guide* was prepared for the use of high-school classes, but can be readily simplified and adapted for grammar-grade work. It may also prove useful to grammar-grade teachers in planning and conducting their work.

[Continued from October.]

### (X—Reconstruction of the Union 1865-1877)

#### 1<sup>1</sup> THE PROBLEM.

- 1<sup>2</sup> Three perplexing questions raised by the war.
- 2<sup>2</sup> Which was most difficult?

#### 2<sup>1</sup> WHAT POLICY WAS PURSUED TOWARD THE SOUTHERN WHITES?

#### 3<sup>1</sup> STATUS OF THE NEGROES; FREEDMAN'S BUREAU ESTABLISHED (March 3, 1865).

#### 4<sup>1</sup> THEORIES OF STATE RECONSTRUCTION; DIFFICULTIES OF THE PROBLEM.

State and explain the four principal theories.

#### 5<sup>1</sup> PRESIDENTIAL RECONSTRUCTION UNDERTAKEN.

- 1<sup>2</sup> President Lincoln's policy during the war.
- 2<sup>2</sup> President Johnson's policy (May-December, 1865).

#### 6<sup>1</sup> CONGRESS ASSUMES CONTROL OF RECONSTRUCTION.

- 1<sup>2</sup> Reasons for opposing the President's policy.
- 2<sup>2</sup> Joint resolution of March 2, 1866.
- 3<sup>2</sup> The Civil Rights Act (April 9, 1866).
- 4<sup>2</sup> Reconstruction Act of March 2, 1867.
  - 1<sup>3</sup> Ten Southern States divided into five military districts, governed by an army officer, who was practically dictator.
  - 2<sup>3</sup> Conditions governing the suffrage.
  - 3<sup>3</sup> What conditions were imposed for restoration of State privileges?



7<sup>1</sup> FOURTEENTH AMENDMENT TO THE FEDERAL CONSTITUTION (proposed June 16, 1866; ratified July 28, 1868).

Read the text of the amendment in the Constitution. Analyze the provisions of the amendment; explain its great importance.

8<sup>1</sup> IMPEACHMENT OF PRESIDENT JOHNSON (1868).

1<sup>2</sup> The quarrel between the President and Congress over reconstruction.

2<sup>2</sup> Tenure of Office Act (March 2, 1867).

3<sup>2</sup> Impeachment and trial; the outcome.

9<sup>1</sup> FIFTEENTH AMENDMENT TO THE FEDERAL CONSTITUTION (proposed February, 1869; ratified March 30, 1870).

Read the text of the amendment in the Constitution; provisions and purpose.

10<sup>1</sup> CONDITIONS IN THE SOUTH UNDER CONGRESSIONAL RECONSTRUCTION (1867-1875).

1<sup>2</sup> Reign of "carpet-baggers," "scalawags" and negroes.

2<sup>2</sup> The Ku Klux Klan movement.

3<sup>2</sup> The "Force Bills" of 1870 and 1871.

4<sup>2</sup> Amnesty act of 1873.

5<sup>2</sup> Supremacy of the white people restored.

6<sup>2</sup> Troops withdrawn from the South (1877).

11<sup>1</sup> DECISIONS OF THE SUPREME COURT ON THE ISSUES OF WAR AND RECONSTRUCTION.

Explain clearly in each case the constitutional question involved and the effect of the Court's decision.

12<sup>1</sup> FINANCIAL AND COMMERCIAL AFFAIRS.

1<sup>2</sup> What policy was adopted regarding the national debt?

2<sup>2</sup> Policies regarding the greenbacks; decisions of the Supreme Court.

3<sup>2</sup> Coinage Act of 1873.

4<sup>2</sup> Speculation and panic in the business world (1873).

13<sup>1</sup> POLITICS AND THE GOVERNMENT.

1<sup>2</sup> Elections of 1868 and 1872—parties, candidates, issues, outcome.

2<sup>2</sup> Grant as President.

3<sup>2</sup> Efforts for civil-service reform.

4<sup>2</sup> Corruption in the Government service—the Credit Mobilier, the Whiskey Ring, etc.

5<sup>2</sup> Election of 1876.

1<sup>3</sup> Parties, candidates, issues.

2<sup>3</sup> The controversy and how it was settled.

3<sup>3</sup> Why important.

6<sup>2</sup> Conditions and changes in city government.

14<sup>1</sup> GROWTH OF THE FAR WEST; DEVELOPMENT OF TRANSPORTATION.

1<sup>2</sup> Homestead Act (1862); act of 1873.

2<sup>2</sup> Development of mining industries.

3<sup>2</sup> Powell's explorations (1869).

4<sup>2</sup> Increase of population; foreign immigration; admission of new States.

5<sup>2</sup> Indian wars.

6<sup>2</sup> The Pacific railroads.

Routes, conditions under which they were built; importance.

15<sup>1</sup> FOREIGN RELATIONS.

1<sup>2</sup> Relations with France—the Mexican affair and how it terminated (1861-1867).

2<sup>2</sup> Treaties with Honduras and Nicaragua.

3<sup>2</sup> Alaska purchased from Russia (1867).

4<sup>2</sup> Treaties with European nations regarding naturalization and citizenship (beginning 1868).

5<sup>2</sup> Burlingame treaty with China (1868).

6<sup>2</sup> Relations with England.

1<sup>3</sup> Alabama claims (1869-1875).

1<sup>4</sup> Basis of the claims.

2<sup>4</sup> Treaty of Washington (1871).

3<sup>4</sup> The Geneva Commission; its decision.

2<sup>3</sup> Arbitration of the fisheries dispute (1877).

7<sup>2</sup> West Indian affairs.

1<sup>3</sup> Grant and the Santo Domingo treaty (1869).

2<sup>3</sup> The Cuban rebellion; the *Virginian* expedition (1873).

16<sup>1</sup> NEW BUSINESS CONDITIONS; TRANSPORTATION AND COMMUNICATION.

1<sup>2</sup> Rise of great corporations.

2<sup>2</sup> Development of railroads and ocean traffic; Bessemer steel and improvements in railroad equipment.

3<sup>2</sup> Bridge building.

4<sup>2</sup> Improvement in telegraph and mail service.

XI. *Development of the Reunited Nation* (1877-1898).

1<sup>1</sup> READJUSTMENT AND REFORM IN POLITICS AND GOVERNMENT (1877-1885).

1<sup>2</sup> Financial affairs.

1<sup>3</sup> Bland-Allison silver purchase act (1878).

2<sup>3</sup> Resumption of specie payments (January 1, 1879).

2<sup>2</sup> Labor problems.

1<sup>3</sup> Question of Chinese exclusion.

1<sup>4</sup> Social and economic problems involved.

2<sup>4</sup> Treaty of 1880.

3<sup>4</sup> Act of 1882; subsequent renewals (1892, 1902).

2<sup>3</sup> Trades-unions and strikes.

3<sup>2</sup> Election of 1880—parties, candidates, issues, outcome.

4<sup>2</sup> Assassination of the President; the succession.

5<sup>2</sup> Civil Service Act (January 16, 1883).

1<sup>3</sup> Existing conditions at the time; the reform movement.

2<sup>3</sup> Provisions of the act.

6<sup>2</sup> The tariff.

1<sup>3</sup> The commission of 1882-1883.

2<sup>3</sup> The tariff act of 1883.

7<sup>2</sup> Election of 1884.

1<sup>3</sup> Parties, candidates, issues, outcome.

2<sup>3</sup> In what respect did the election indicate a political readjustment and the beginning of a new period?

3<sup>3</sup> The new President; character of his administration.

2<sup>1</sup> INDUSTRIAL, ECONOMIC AND SOCIAL PROBLEMS.

1<sup>2</sup> Development of the far West.

1<sup>3</sup> Indian affairs, 1886-1887.

2<sup>3</sup> The rush for public lands.

3<sup>3</sup> Irrigation and forest reserves.

4<sup>3</sup> Admission of new States (1889-1896).

5<sup>3</sup> Problem of Mormonism and polygamy.

2<sup>2</sup> The new South.

1<sup>3</sup> Cotton, rice and sugar industries.

2<sup>3</sup> Lumbering; oil.

3<sup>3</sup> Manufacturing.

4<sup>3</sup> Labor problems.

5<sup>3</sup> Educational facilities.



- 3<sup>2</sup> Progress of invention (1876—).
    - 1<sup>3</sup> Applications of electricity.
    - 2<sup>3</sup> Machines for writing and aids to printing.
    - 3<sup>3</sup> Standard dimensions for implements, instruments and machines.
    - 4<sup>3</sup> Safety appliances and devices.
    - 5<sup>3</sup> Inventions contributing to comfort in home and office.
    - 6<sup>3</sup> Firearms and explosives.
    - 7<sup>3</sup> Miscellaneous inventions and devices.
  - 4<sup>2</sup> Increase in safety and convenience of travel and communication.
    - 1<sup>3</sup> Life-saving service established (1879).
    - 2<sup>3</sup> Adoption of standard time (1883).
    - 3<sup>3</sup> Reduction of letter postage (1883-1885).
    - 4<sup>3</sup> Effect of new inventions and operating devices (see foregoing section, 3<sup>2</sup>).
  - 5<sup>2</sup> Problems of business, industry and transportation.
    - 1<sup>3</sup> Growth of corporations (compare with a partnership).
    - 2<sup>3</sup> The trust problem.
      - 1<sup>4</sup> Meaning of the term "trust."
      - 2<sup>4</sup> Difficulties of the problem.
      - 3<sup>4</sup> Natural monopolies; public-service companies.
      - 4<sup>4</sup> Sherman Act (July 2, 1890): provisions, purpose.
      - 5<sup>4</sup> Forms of State regulation.
    - 3<sup>3</sup> Transportation and interstate commerce.
      - 1<sup>4</sup> Building of great railway systems—effects.
      - 2<sup>4</sup> Discrimination between shippers.
      - 3<sup>4</sup> Pooling agreements.
      - 4<sup>4</sup> Farmers' Alliance (1887).
      - 5<sup>4</sup> Interstate Commerce Act (February 4, 1887)—provisions, effects.
      - 6<sup>4</sup> Later laws in regulation of interstate commerce.
      - 7<sup>4</sup> Improvement of harbors and inland waterways (Hart, sec. 460).
    - 4<sup>3</sup> Labor and immigration problems.
      - 1<sup>4</sup> Growth of unions; American Federation of Labor (1885).
      - 2<sup>4</sup> Controversies between "labor and capital."
      - 3<sup>4</sup> Immigration—labor conditions affecting it; Congressional legislation.
      - 4<sup>4</sup> The anarchist outbreak in Chicago (1886).
      - 5<sup>4</sup> An era of strikes.
        - 1<sup>5</sup> Give accounts of several important strikes.
        - 2<sup>5</sup> Methods of conducting strikes: the "sympathetic strike."
        - 3<sup>5</sup> Federal interests involved; questions before the President and the courts.
- 3<sup>1</sup> INTELLECTUAL, SOCIAL AND HUMANITARIAN PROGRESS.
  - 1<sup>2</sup> Educational reform.
    - 1<sup>3</sup> Changes in colleges and universities; new institutions (1876-1892).
    - 2<sup>3</sup> Improvement in public-school education.
  - 2<sup>2</sup> Growth and improvement of libraries.
  - 3<sup>2</sup> Literature.
    - 1<sup>3</sup> Novelists, poets, essayists.
    - 2<sup>3</sup> Humorists and satirists.
    - 3<sup>3</sup> Historians.
    - 4<sup>3</sup> The magazines.
  - 4<sup>2</sup> Art—painting, sculpture, architecture, landscape gardening (great names in each field).
- 4<sup>1</sup> POLITICS AND GOVERNMENT.
  - 1<sup>2</sup> Election of 1888—parties, candidates, issues, outcome.
  - 2<sup>2</sup> Presidential Succession Act (January 19, 1886)—provisions.
  - 3<sup>2</sup> Act regulating the count of the electoral vote (February 13, 1887); provisions.
  - 4<sup>2</sup> "Reed rules" in the House of Representatives (1890).
  - 5<sup>2</sup> Civil-service reform.
    - 1<sup>3</sup> Attitude of President Cleveland.
    - 2<sup>3</sup> Roosevelt and the "merit system."
    - 3<sup>3</sup> Reform in States and cities.
  - 6<sup>2</sup> Changes in the suffrage laws (States).
    - 1<sup>3</sup> Acts against corrupt practices in elections.
    - 2<sup>3</sup> The Australian ballot system.
    - 3<sup>3</sup> Primary election laws.
    - 4<sup>3</sup> The initiative and referendum in the West.
    - 5<sup>3</sup> Woman suffrage in the West.
    - 6<sup>3</sup> Restriction of the suffrage in the South.
  - 7<sup>2</sup> The Dependent Pension Act (1890).
  - 8<sup>2</sup> Tariff problems—revenue and protection.
    - 1<sup>3</sup> The McKinley tariff (1890).
    - 2<sup>3</sup> The issue in the campaign of 1892; outcome.
    - 3<sup>3</sup> The Wilson-Gorman tariff (1894).
    - 4<sup>3</sup> The Dingley tariff (1897).
  - 9<sup>2</sup> The income tax (1894); decision of the Supreme Court.
  - 10<sup>2</sup> The silver question.
    - 1<sup>3</sup> Decline in price of silver (1878-1892).
    - 2<sup>3</sup> The Sherman purchase act (1890)—provisions.
    - 3<sup>3</sup> Panic of 1893; repeal of the Sherman act.
    - 4<sup>3</sup> Election of 1896—parties, candidates, issues, outcome.
    - 5<sup>3</sup> Changes brought about by the increased production of gold.
    - 6<sup>3</sup> The gold standard established (1900).
- 5<sup>1</sup> THE WORLD'S COLUMBIAN EXPOSITION (1893); LATER EXPOSITIONS.
- 6<sup>1</sup> FOREIGN RELATIONS.
  - 1<sup>2</sup> The Isthmian Canal question.
    - 1<sup>3</sup> The French attempt (1878-1889).
    - 2<sup>3</sup> President Hayes' attitude.
    - 3<sup>3</sup> Blaine's efforts to get rid of the Clayton-Bulwer treaty.
  - 2<sup>2</sup> Blaine's Pan-American policy.
    - 1<sup>3</sup> Interest shown in 1881.
    - 2<sup>3</sup> Pan-American Congress (1890).
    - 3<sup>3</sup> Efforts for commercial reciprocity treaties.
    - 4<sup>3</sup> The difficulty with Chile (1891-1892).
  - 3<sup>2</sup> Controversy over the Bering seal fisheries (1886-1893).
    - 1<sup>3</sup> The questions at issue.
    - 2<sup>3</sup> How were they settled?
  - 4<sup>2</sup> The Monroe Doctrine reasserted (1895).
    - 1<sup>3</sup> The Venezuelan boundary dispute.
    - 2<sup>3</sup> President Cleveland's attitude.
    - 3<sup>3</sup> How the difficulty was settled.



# AN EXPERIMENT IN SONG-MAKING

FROM THE SONG SENTENCE THROUGH THE MUSICAL POEM TO THE MUSICAL DRAMA

## PART II

By THERESA WIEDEFELD

Baltimore County, Md.



WE MAY correlate our music with all phases of our literature or language work, with the sentence, the story, the poem, the play, and may thus produce the song, and then the musical drama.

The secret of success of such an undertaking dates far back beyond the music lesson, dates back to the time when the ideas or thought content are first presented to the class, and then follows the work through every step of its development.

The second grade of the Lauraville School composed a musical drama last June as the culmination of their work in music.

They had composed many little songs and had sung them for company several times, and so when the invitation came to them to come to "The Musical Festival" and sing their own songs, they were not satisfied with what they had sung so many times, and wanted something new.

We had just completed a play and were enjoying its performance, and when I suggested to them that we set it to music their enthusiasm was hard to control, and one little girl clapped her hands and said, "O yes, we'll write an opera!"

The story dramatized was an incident from the story of "The Cave Boy," or "The Age of Stone." In brief, it was as follows:

Strongarm and his family, Burr, his wife and Thorn and Pineknot, his children, were in the cave one day, when Old Hickory came across the country shouting, "A Lion Hunt! A Lion Hunt!"

Strongarm seized his hunting club and ran after the old man. He told Strongarm that there was a lion in the country and that he was catching and eating the people.

The men watched him for three days and found that he slept in the reeds by the river during the day, and at early evening went out to hunt. They rolled huge stones down on him from an overhanging cliff, and killed him when he was asleep. When they went down to him they found that he was an old lion, and that was why he had to hunt men.

The story was developed with the class, the situations were put before them, and they met them as the cave men did.

It was then divided into parts according to the scenes of action—The Cave of Strongarm and the Cliff by the River.

In oral language lessons which follow, the story was told from different viewpoints as:

Strongarm—telling it to his family,  
Burr—telling it to the cave women,  
A Hill Country Man—telling it as he saw it.

The story was retold as told to the class.

The children experienced the same story over and over, seeing it from different angles, and getting a variety of feelings in regard to it. They even told the story from the viewpoint of the lion, that is, of course, leaving out how he was killed.

Written language at the boards and undirected language at the seats followed, and stories entitled,

"How They Killed the Lion,"

"Waiting for Strongarm,"

"The Lion Hunt,"

"The Lion,"

were written.

A dramatic game, in which the actions of the cave people—running, climbing, creeping, rolling stones, etc.—were imitated, was played in the yard; and thus the feelings and emotions of the people were experienced through another medium.

By this time they were familiar with the story, its acts, words and feelings, and were ready for the dramatization.

They pictured the family alone in the cave for three days, and by drawing on their own experience decided on their probable thoughts and subsequent feelings and conversation.

The characters were then chosen and allowed to play their parts. The first steps of the dialogue-making were in free play. After it had been acted several times the best parts were chosen from all and recorded on the board.

Thus we made a "Class Play."

It was used as a reading lesson, then copied and learned, and played by the class.

### THE LION HUNT.

Place—The Cave of Strongarm.

Characters — Strongarm, Burr, Thorn, Pineknot.

Burr—"I wonder what can be keeping your father? He's been gone three days."

Thorn—"May be the lion has eaten him."

Strongarm (in the distance)—"The old lion was very wise, but we were very much wiser."

Pineknot—"O listen! here he comes now."

(Strongarm come near. All rush out to meet him.)

Burr—"O Strongarm, did you kill the lion?"

Strongarm—"Yes, we killed him."

Thorn and Pineknot—"Come in and tell us all about it." (They go into the cave and squat upon the floor.)

Strongarm—"We watched the lion for three days and three nights. We found that he came to the reeds by the river at sun-up, and slept there all day. Then in the early evening he went out to hunt.

"We climbed up on a high cliff above him and rolled a large rock down on him, and killed him as he slept. When we went down to him we found that he was an old lion, and that was the reason why he hunted men. He was too old to hunt animals.

"We divided him amongst us. Some of the men took his flesh, and some took his skin. I took this large tooth."





Pineknot—"Why, father, what will you do with the tooth?"

Strongarm—"I will put it on my necklace. Men will say: 'O there is a brave man; he has helped to kill a lion.'"

Burr—"I am so glad the lion is dead, for now we can go to the river in peace."

When we started to make the "opera" we found that the play was too long, and that the lines were hard to sing as they were. So the play must be revised.

We chose the important lines or the words on which the story hinged. They were these—keeping father, been gone three days, may be the lion has killed him, in the reeds by the river, slept all day, hunted at night, too old to hunt animals, rolled a stone from a cliff, killed him while he slept.

Upon these thoughts we were to make the new play. But then another difficulty arose from the fact that there were only four characters in the play, and they were not satisfied that only four of their number be allowed to go to the Musical Festival.

From my suggestion, that when all of the men had gone on the hunt the women and children would be too frightened to stay alone, they proposed that they all go to the cave of Strongarm, and so the play was revised until we had this version of it:

#### IN THE CAVE.

The Cave Women:

1st Woman—"My! my! what is keeping our fathers?"

2d Woman—"Why, yes, they've been gone three days."

3d Woman—"Perhaps the lion has killed them."

All—"And then they'll be gone always."

Cave Men (in the distance)—"The old lion was very wise, but we were much wiser."

Cave Women—"Hark! they're coming."

Cave Men (coming nearer)—"The old lion was very wise, but we were very much wiser."

Cave Women—"Yes, I hear them."

Cave Men (approaching)—"The old lion was very wise, but we were very much wiser."

Women (listening)—"And they've killed the lion."

(The cave men come in.)

Women—"Did you kill him?"

Men—"Yes, we killed him; yes, we killed the lion."

"We watched the lion day and night,

He was old and fierce and thin;

He slept in the reeds from morning,

And hunted when night came in.

We rolled a stone from a cliff above

And killed him while he slept."

All—"Hurrah! hurrah! the lion is dead; we killed him while he slept."

Now all was ready for the music. I shall never forget the way they stood one after another and sang the parts. It was hard to choose which was the best, in almost every case, for one was as expressive as the others.

I let their criticisms rule in the choice, for their own

little souls were more fully imbued with the feelings of the story, and so their ears were keener than mine. They detected places where "that line should be sadder," or where "this word should have a more piercing sound," etc.

They decided that the parts that were most important should be repeated, and that the word "kill" should be emphasized throughout the play.

Oftentimes, before they ventured the tune, they would say the words, throwing into their voices and faces their feelings of sadness, terror or joy. Then they would sing, and the same expressions were felt in the song.

The last lines in the "song play," which do not occur in the play, were the outgrowth of a suggestion of mine, that after it was all over they would have a good laugh. Many laughs were suggested before this one was adopted.

*The Lion Hunt*

1st Woman: My my what is keeping our fathers? Why

2nd Woman: yes they've been gone three days Perhaps the lion has

3rd Woman: killed them And then they'll be gone always

Men: The old lion was very wise but we were very much wiser

Women: Hark they're coming The old lion was very much wiser

Men: we were very much wiser. Go I hear them.

Women: The old lion was very wise but we were very much wiser. And they've killed the lion.

Men: Did you kill him? Yes we killed him.

Women: Yes we killed the lion.

Men: We watched the lion day and night He was old and fierce and thin, He slept in the reeds from morning light

Women: And hunted when night came in We rolled a stone

Men: We rolled a stone from a cliff above And killed him while he slept

Women: He killed him! He killed him! He killed him! He killed him!

Men: We killed him while he slept.

## THANKSGIVING

TEXT OF THE PRESIDENT'S PROCLAMATION SETTING ASIDE THE THIRTIETH OF NOVEMBER, 1911, AS A NATIONAL HOLIDAY.

"The people of this land, having by long-sanctioned practice set apart toward the close of each passing year a day on which to cease from their labors and assemble for the purpose of giving praise to Him who is the author of the blessings they have enjoyed, it is my duty as Chief Executive to designate at this time the day for the fulfillment of this devout purpose.

"Our country has been signally favored in many ways. The round of the seasons has brought

rich harvests. Our industries have thriven far beyond our domestic needs; the production of our labor is daily finding enlarged markets abroad. We have been free from the curses of pestilence, of famine and of war. Our national counsels have furthered the cause of peace in other lands, and the spirit of benevolence has brought us into closer touch with other peoples, to the strengthening of the bonds of fellowship and good-will that link us to our comrades in the universal brotherhood of nations.



"Strong in the sense of our right and inspired by as strong a sense of the rights of others, we live in peace and harmony with the world.

"Rich in the priceless possession and abundant resources wherewith the unstinted bounty of God has endowed us, we are unselfishly glad when other peoples pass onward to prosperity and peace. That the great privileges we enjoy may continue, and that each coming year may see our country more firmly established in the regard and esteem of our fellow-nations is the prayer that should arise in every thankful heart.

"Wherefore, I, William Howard Taft, President of the United States of America, designate Thursday, the 30th

of November next, as a day of thanksgiving and prayer, and I earnestly call upon my countrymen and upon all that dwell under the flag of our beloved country then to meet in their accustomed places of worship to join in offering prayers to Almighty God and devout thanks for the loving mercies He has given to us.

"In witness thereof I have hereunto set my hand and caused the seal of the United States to be affixed.

"Done at the city of Chicago this 30th day of October, in the year of our Lord one thousand nine hundred and eleven, and of the independence of the United States of America the one hundred and thirty-sixth.

"By the President.

P. C. KNOX, *Secretary of State.*"

## AN ILLUSTRATIVE LESSON PLAN

### FIFTH-GRADE WORK IN ONE USE OF THE APOSTROPHE

By THEDA GILDEMEISTER

Winona, Minnesota

(Continued from October Journal.)

#### SECOND METHOD.

(Divided into recitation units, but not of necessity to be given on consecutive days. In fact, a fortnight between some would produce better results.)

#### FIRST RECITATION: THE USE OF THE APOSTROPHE WITH SINGULAR NOUNS.

*A. Preparation.* (To arouse the child's feeling of need and to find what possible past knowledge he has to aid him in satisfying this.)

The teacher has on the board these or similar words:

boy  
man  
child  
duck  
Rose  
shoe  
dog  
turkey  
sheep  
Charles  
table  
book  
foot  
gas  
dress  
Willie  
woman  
wolf  
picture  
cork  
girl  
church  
deer  
goose  
mouse  
Helen  
string  
class  
moss  
James  
knife  
eye  
ox  
glass  
bus

The children are asked to study words for a few minutes to be sure all are known. Then the teacher questions after this fashion:

1. *How many* does this word signify? This one? (pointing). Look through the list and see *how many* each word signifies.

2. Do you know the meaning of ownership, or possession? Who can suggest something that a *boy* may own? That a *shoe* may have? That a *table* may possess? (Derive such sentences as "The boy has a knife," "The shoe has a tongue," "The table has a leg.")

3. These same things can be told in fewer words. Can any one think of a short way to tell me that the table has a leg? (The table's leg). Give several others.

4. Have any of you ever seen such a phrase written? Can you write it? (If a child can, continue). What is that little mark which you made called? Where did you place it?

#### *B. Development:*

1. If the children's previous knowledge has made clear the proper placing of the apostrophe, the teacher needs only to drill and to give opportunity to all pupils to show their grasp of the fact. If it has not been derived from the past experience of the class, the teacher must herself give the form, since no amount of thinking could produce the correct solution to this problem.

2. When the correct form has been presented, in one way or another, the teacher continues: Some one may tell me (write) in the shortest way possible that *the boy has a cap*, the *dog has a bone*, etc. Tell me anything you wish that *the turkey has*, *the ox*, etc. Take any object or person named in our list, think of something which that object or person may have, and tell us in the shortest possible way. Do this several times.

3. What have you done in every case? (Added 's). Why did you do it? (To show ownership). Why was something of the sort necessary? (To prevent confusion with simple plurals). How do you think the apostrophe came to be chosen? Do you know any other use of the apostrophe? (In contractions). Illustrate. Do you think this form (table's) is any sort of contraction? (Illustrate.)

4. Now let us see what we have learned today. What sort of words have we had? (Those meaning only one). Have we treated all exactly alike? Then how shall we explain what we have learned to do? (Some expression of the rule or principle derived, but the expression must



not be forced into any stereotyped form until the impression (or feeling) is sufficiently strong to demand it, even if left for a week).

C. *Application.* (See full list, one of which will be chosen, e. g., Use (1) sing. nouns, under a, under 1.)

#### SECOND RECITATION: THE STUDY OF PLURALS.

We cannot here take time to teach all the rules for forming plurals of nouns, but will, instead, take simple nouns, the plurals of which are already known by the children. These plurals we shall classify into very general classes. Probably, too, the terms "singular" and "plural" will need to be taught as the briefest means of expressing the thought of "one," and of "more than one."

##### A. *Preparation:*

1. The list of words used yesterday to be on the black-board.

2. Review yesterday's work. What did we do to these words yesterday? What is the sign of ownership or possession? Write the word "apostrophe"—make the sign. Where is it placed in the possessive form of each of these? Make any two words possessive and put them into sentences.

3. Prepare for advance. Do you know what I mean by such expressions as these? (Teacher writes on black-board):

He is a very *singular* man.

That was the most *singular* story I ever heard.

You are a *singular* boy.

(The children ought to feel that *singular* means "one of a kind," so that when we call these words *singular* nouns, the same thought of "oneness" is appreciated.)

Name some more singular nouns.

4. Do you know what we call nouns that mean more than one? (If no one does, the teacher gives the name "plurals.")

##### B. *Development:*

1. Let us make all the words in our list plural. (Children do this. During the process they will find that "proper nouns" are seldom made plural, and why this is true.)

2. How many classes do we find? Three, namely:

a. Proper nouns seldom made plural.

b. Plurals ending in *s*.

c. Plurals not ending in *s*.

Let us mark the three classes with three different colors of crayon. *John* may mark all the proper nouns; *Mary* those ending in *s*, and *James* those not ending in *s*. *Lula* may copy the first list in order on this board; *Jane* may copy the second list, and *George* the third.

3. Now let us see what we have learned today.

a. Nouns which mean but one are called singular nouns.

b. Those which mean more than one are called plural nouns.

c. Proper nouns are seldom made plural.

d. There are two main classes of plural nouns—those which end in *s*, and those which do not end in *s*.

C. *Application.* Tomorrow we shall learn how to make these plural nouns possessive. For study, I shall ask you to fill blanks in some sentences. Sometimes you will need to use the singular possessive and sometimes the simple plural. Try to get all correct. (The assignment will be a combination of (b) and (c) under full list of applications.)

#### THIRD RECITATION: THE FORMATION OF PLURAL POSSESSIVES.

##### A. *Preparation.*

1. Review of work of preceding days:

What are nouns? What are singular nouns? What are plural nouns? How do we make singular nouns show ownership.

2. Arouse the need for the plural possessive:

Do we own things in common? Illustrate. (Several children have one teacher; one mother; one father; one house, etc. Several boys own a football. Two merchants own a store, etc.)

##### B. *Development.*

1. Let us learn today how to express "The boys have a ball," or "The children have a new teacher," in the briefest way possible. Do any of you *know*? Let us begin by looking at the groups we studied yesterday. How many groups have we? Let us talk about the proper nouns first. Why seldom made plural? If made plural, would several Johns or Helens probably own anything in common? Then let us discard this group and look at the others.

2. Lead children to suggest articles which several men, women or children could own in common. Form given. Rule deduced. Rule applied to several phrases.

3. Group three studied (plurals ending in *s*.)

a. Bring out the need of a plural possessive as distinctive from a singular possessive—contrast: *One boy's* cap and *Two boys'* caps.

b. Show how the addition of the *'s* here would make too many *s* sounds; and that to place the apostrophe alone *before* the *s* in the plural word would make it exactly like the singular. If no child knows what is done, tell how grammarians have decided in favor of the apostrophe alone (to prevent an undue number of *s* sounds) placed *after* the *s* which ends the plural (to distinguish it from the singular form.)

c. Drill upon the fact by many illustrations.

d. Contrast the two methods of securing plural possessive form. What distinguishes the plural from the singular form in plurals not ending in *s*? In plurals ending in *s*?

e. Formulate a rule for writing plural possessives:

First make the noun plural.

Decide about the ending.

If it ends in *s*, add an apostrophe.

If it does not end in *s*, add *'s*.

C. *Application.* Give phrases and sentences containing both sorts of plural possessives to be written correctly.

#### FOURTH RECITATIONS: DISTINCTIONS IN POSSESSIVES.

##### A. *Preparation:*

1. Very carefully review preceding work.

2. Help pupils to see the *need* of expressing correctly one's exact thoughts.

##### B. *Development:*

1. If children show their understanding of preceding work, the discussion of some *errors* will lead them to see for themselves that the phrase form will give the key. Select sentences containing such errors as these:

The boy's choir will meet tomorrow.

The dog's tails wagged joyously.

The pens' point is blunt.

The boys' knife is broken.

The girls' hat is pretty.

The girl's mothers went away.

2. Test this by transposing a number of phrases to possessive form. Examples:



A home for teachers.  
A dress for my doll.  
The mother of the girls.  
The husbands of the women.  
A house for rabbits.  
A cage for my bird.  
The teacher of the boys.

3. Test by letting pupils explain the thought of a number of *correctly written* possessives, such as:

This lambs' wool.  
The grape's seeds.  
The tablets' pages.  
A week's work.  
Ten minutes' study.  
This lamb's wool.  
The grapes' seeds.  
The tablet's pages.  
An hour's drill.

(Have actual articles in class.)

4. Summarize all we have learned in the four days.

C. *Application:* Seat work upon sentences from history. (See Applications e.)

FIFTH RECITATION: DRILL ON POSSESSIVES.

A, *Preparation*, and B, *Development* made in preceding plans.

C. *Application:*

Devote the entire period to drills, tests, etc., such as are suggested under Applications a to h. This drill will probably disclose some misconceptions such as are given under "Cautions" in the Subject-matter Division for the lesson-unit, and, as the need arises, some or all of these will be explained.

NOTE:—This subject should not end here, but should be reviewed upon every pertinent occasion during the months and years which follow.

## FIRST AID TO THE INJURED

A LESSON ON THE TREATMENT OF OPEN AND CLOSED WOUNDS WITH SUGGESTIONS AS TO THE MATERIALS REQUIRED

By CYNTHIA YOST

Baltimore County Schools

CHILDREN in the school yard and on the street are in constant danger of accidents. The most common results of these are cuts, burns, ivy poisoning, stings, dog-bite, nose-bleed, and wounds from being jostled about and run into on the playground. Children, even fourth and fifth grade children, can be made familiar with the application of the simplest and quickest remedies for these hurts. The following lessons on wounds and the treatment of wounds should be based upon the first experience of a wound that comes to the notice of the children in the classroom or on the school playground:

The pupils in the class should watch the treatment as it is applied by the teacher. The demonstration then becomes the basis for an exposition lesson—*How was the wound treated?*

A simple equipment for the treatment is necessary and will cost not more than 40 cents.

### Equipment:

Castile soap,	Boric acid,
Carbolic acid solution,	Absorbent cotton,
Sterilized bandage,	Toothpicks,
Adhesive plaster,	Alcohol,
	Hot water.



CHILDREN AT PLAY ARE IN CONSTANT DANGER OF ACCIDENTS.

Wounds may be divided into two classes—the closed and the open wounds.

The Closed Wound: A contusion, a crushing of tissue brought about by a blunt object. The symptoms are swelling, tenderness and discoloration.

Since a wound heals as a result of changes in the body, and not from what we can do, the simplest treatment is needed.

*Treatment.*—Cleanse the surface around the wound with hot water and soap. Apply a cold solution of carbolic acid and with it a moderate amount of pressure. Elevate the part to bring down the swelling and to improve the circulation; then the pain will disappear.

The only times to apply heat to a closed wound are when the vitality is low, when the injury is very severe and covers a large part of the body, and when the patient is an old person.

The Open Wound: A breaking of the skin and an injury to tissues either in a clean cut or by laceration.

Again the treatment is simple, but more care is needed.

*Treatment.*—In the case of a clean-cut wound which is caused by a sharp instrument, as a knife, cleanse the surface around the wound with hot water and soap, but do not allow the water to enter the wound. The bleeding



will carry out any infection that may be taken in by the instrument. After the cleansing, place strips of adhesive plaster on each side of the wound, press edges of the wound together, and lay on a sterilized compress, which is to be held in place by the adhesive plaster.

The compress should be made as follows: Fold a sterilized bandage of cheesecloth into ten or twelve thicknesses, cut off the ends so that you have as many squares divide these and place the surface not touched by the fingers to the wound. As the adhesive plaster has been placed on each side of the wound, it will hold the compress in position by being folded over it.

Always work from above the wound down to see that the edges of the wound are together when finished. If the wound is so deep that an artery may be cut, use pressure by placing the bandage between the cut and the heart, but relax occasionally to keep the tissue healthy. Take away the pressure as soon as the wound has been

cleansed and the compress put on. No powder or ointment should be used on this wound.

In case of a puncture by a rusty nail, or any lacerated wound that may be infected by the object that inflicts it, more care is needed.

*Treatment.*—After the skin around the wound has been washed with hot water and soap, cleanse with alcohol and allow a cloth saturated with it to rest around the wound for a time. Wash hands and nails with hot water and soap; sterilize cotton and some toothpicks by boiling, put cotton on the end of a toothpick, dip this into a 2 per cent. carbolic solution and turn it around in the wound once. By using two or three swabs in this manner the wound is thoroughly disinfected and ready for the compress to be applied as described above.

In this wound, however, the sterilized compress may be saturated with a solution of boric acid, or place boric-acid powder on the compress and fold the bandage over twice. Moisten when necessary, and the acid will always be there.

## WINDOW GARDENING IN SCHOOL

By E. B. FAISON

Randallstown (Md.) School

MUCH time is devoted each year by teachers and pupils to the window-gardening question. Various methods have been used—in some instances with much success, in others with only moderately satisfactory results. Almost every child likes flowers; enjoys having them around, and generally shows much enthusiasm in them, and takes a keen interest in the work of beautifying the school room with plants and blossoms. Seven out of every ten pupils will, if the proper interest has been aroused, gladly bring plants to the school house, and will repeatedly contribute earned pennies in order that the proper seed and plants may be procured.

To awaken the true love of flowers in any child is an easy problem; to keep it alive after it has been aroused is quite a different question; yet this problem is one which, with a little care and study, can be pleasantly and quickly solved.

I cannot remember the time when our school children did not have flowers of some kind in the room; boxes in the windows and plants in the halls. At Randallstown, the Library Association, a pupil organization, has always arranged for the care of the window plants, and with a little advice they have managed the situation very well. By this plan, the pupils are given an opportunity to assist in the work and seem pleased that they can do something to help make more attractive the school room and thus to beautify the building. No problem of school life is quite so alive; something in which careful observation will each day show development and growth. Children do so love such work—may we call it play-work?

In no phase of the flower question have we succeeded in arousing so much interest and managed to keep it aroused, as in the matter of our bulbous plants in water. This work we started on a very small scale, but so great has been the interest in it that during the present session

we are to extend the work and have flowers of this type grown in the homes of many of the pupils.

There are numerous kinds of bulbs that can be used. Several have been tried, but the narcissus has so far proved the most satisfactory. Both the single and double variety were used. Either will do, as it is simply a matter of choice as to the flower. A good plan is to try both.

In the beginning of this window-gardening movement, pupils brought pennies they had earned and bulbs were purchased. Four glass dishes each with a depth about four inches and a width of eight inches were furnished the school by people in the community so that each class room might have its own plants. With these glass dishes provided, and rocks and water which were easily obtained, the children were ready for what proved a most pleasant and interesting experiment.

By the way of preparation, each teacher had his pupils learn what facts they could regarding the plant, and the teachers themselves had ready the beautiful little myth of Narcissus and several other stories regarding the flower. The habits of the plant, however, the pupils themselves learned for themselves by carefully studying it during the various stages of its growth.

The bulbs were planted about the middle of October, although, they can be planted at almost any season and will, with a little care, grow rapidly. At Christmas the plants were in bloom. The four bulbs in each dish had an average of five blooms and made a most attractive exhibit.

In two rooms the double narcissus was planted, while in the other two, the single variety was used. This gave the pupils an opportunity to study both kinds of flowers. The plants bloomed about the same time, but, the double variety grew somewhat taller, and we soon



found that it early required support by a frame of some type. In our school both wood and wire were used. The single flower proved to be the heartier plant, though this, too, frequently grows to such size that a frame is required for support. The blooms continued pretty until the latter part of January. A little water each week, because the rocks must always be kept covered with water, was all the care given the plant with the exception of providing the frame, and March the first found the plants still green and thriving.

Through the cold, bleak days of winter, it mattered not how rough the weather; how cold; how disagreeable; the little narcissus seemed the dispenser of cheer—so pretty; so attractive was the little flower that oftentimes it appeared to have enshrouded the room within a covering of delight.

Any flower makes more attractive and cheerful a room, but the narcissus, with its peculiarly delightful fragrance, possess this power to an unusual degree. The children, apart from their interest in the flower, were much interested in the fact

that the plant had grown and bloomed with only the aid of rocks, water and air. Several people came in to see the experiment in window-gardening, which after all involved no great principle, certainly a very old story, but it was an undertaking that delighted the children. It also had the appeal of being something different from the usual window-box scheme, though we used this also—a plan of school room decoration in which the pupils will find a source of new and valuable material.

The following year the children wanted the narcissus again. It is needless to say that they had it prettier and better than before, because now they knew the habits of the flower and could better care for it. This time, however, they went a step further and also planted bulbs in the window-boxes. Imagine their enthusiasm and pleasure when they found the bulb did equally as well planted in earth as in water. In this test they also found that the bulbs in water with rocks developed more rapidly, bloomed earlier and grew somewhat taller. A good many parents who had been interested in this work the previous year, planted bulbs and later brought the plants to school and gave a report as to what care had been given them.

When this bulb planting was first begun, little did we think it would spread, and in course of time become a part of our general community work. It has, however, done this, for during the present session it will be one of the means by which we hope more closely to ally the home

and school. A simple thing by which to do so great a work, but the plan is one that can be easily carried out in any community and one which requires no great amount of work.

Lectures, school entertainments and the like appeal to most people, but, there are a great many who "can't attend and others who won't." The great aim is to get these "cants" and "wonts" interested; for they become loyal supporters if once they can be won over.

Take an example: Our narcissus, one little bulb that gave forth four little white blooms, kindled the enthusiasm of one man whose subsequent interest in school became so large that I feel I must tell of it in this paper.

This particular man, who had not been interested in our school up to that time; one who "guessed" it was a good school, and was satisfied if the rest of the people were, but who was always too busy to attend community meetings; a man past the three score and ten mark, who had not attended school since the "circuit rider" had him

recite his lessons when he made his semi-monthly visits to his home—this man, a power in his town and a man of means and influence, finally at my oft repeated request planted a bulb, with the result that the flower developed to be the prettiest, so careful was he with it.

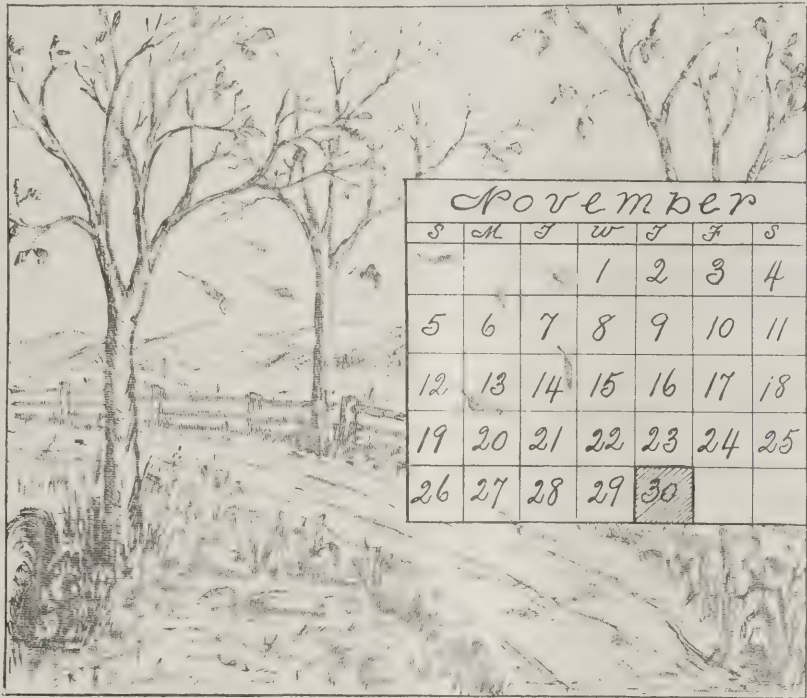
At this time there is a note on my desk from this man requesting four bulbs. This one instance proved to me conclusively that co-operation can be won. I do not wish to be understood as meaning those people not interested in school can be won by the use of narcissus bulbs, but merely to emphasize the importance of this phase of school-gardening as a means by which the nature study

taught in the school may be extended into the home, and incidentally, be made a part of the community work.

This window-gardening work on a basis of a community problem is somewhat more difficult, yet, more interesting than the simple schoolroom question of two years ago.

In the work this year a form letter, in which the plan and object of the work is outlined, has been mailed to people in the community. With the letter was also sent a blank on which was a space for the number and kind of bulb the recipient might desire; also a place to state whether the person would purchase these bulbs or desired the school to procure them—in the former case we sell the blubs at actual cost. To each person planting the bulbs will be sent a set of instructions, so that they may benefit by the experiments tried by the various classes.

(Continued on Page 27.)



When leaves grow sear, all things take somber hue;  
The wild winds waltz no more the woodsides through,  
And all the faded grass is wet with dew.

The forest's cheeks are crimsoned o'er with shame,  
The cynic frost enlaces every lane,  
The ground with scarlet blushes is aflame.

The ripened nuts drop downward day by day,  
Sounding the hollow tocsin of decay,  
And bandit squirrels smuggle them away.



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In our Review Department this month will be found  
a notice of Dr. L. D. Coffman's doctoral thesis, "The

## EFFICIENCY AND THE TEACHING POPULATION

Social Composition of the Teach-  
ing Population." It is unnecessary  
to repeat here the outline or the scope  
and character of this work, which are  
clearly stated by the reviewer. Two

thoughts are suggested, however, in connection with this  
volume which it seems worth while to emphasize. One of  
these points is the fundamental importance and value of  
scientific investigations of the kind undertaken by Dr.  
Coffman. It is by such studies as this, dealing with actual  
facts in the educational world, that we shall be guided  
to substantial improvement and professional confidence  
in dealing with the exceedingly complex and obscure  
problems with which public education is confronted. Dr.  
Coffman well says that the composition of the teaching  
population and efficiency in teaching are closely and  
highly related. This is unquestionably true, and it is  
therefore of prime importance for us to find out what kind  
of people are doing the teaching in our schools, why they  
are there, and whether changes are desirable and feasible  
to bring about.

The other point which it seems worth while to empha-  
size is the nature of the general conclusions reached by  
the author. He finds that the teaching force is being re-  
cruited in the main from large families whose economic

necessities render it impossible for them to provide train-  
ing for their children beyond what is actually necessary  
to meet the legal qualifications for entering upon their  
vocation. The somewhat startling result is that "the  
transmission of our best culture is turned over to a group  
less favored and cultured because of its economic station."

These conclusions, which represent, not personal opin-  
ions, but the results of an inductive study of actual con-  
ditions, should be deeply pondered by legislative bodies  
which are responsible for school appropriations, and by  
the public whom they represent. It is a difficult business to  
fight economic law. In such a case as this, it is utterly  
hopeless to undertake such a task. To improve conditions,  
the teaching profession must be offered rewards and con-  
ditions of work of such nature that the best intelligence  
and culture will be attracted to its ranks, and such as  
will justify a long period of scholarly and professional  
preparation.

\* \* \*

The Chairman of the Democratic State Central Com-  
mittee of Maryland, in a newspaper advertisement printed

## SCHOOLS AND POLITICS

a few days ago, made the following  
statement regarding the Republican candi-  
date for Governor: "If Mr. Golds-  
borough is elected, it goes without say-  
ing that he will appoint Republican school commission-  
ers. Governor Lowndes was no more of a politician than  
Mr. Goldsborough is, and he appointed Republican school  
commissioners in all the counties." It is true that Gover-  
nor Lowndes appointed a large number of Republican  
school commissioners and that there was a general change  
among the county superintendents of education. It is also  
true that when the Democrats came into power in 1900 the  
school boards throughout the State were legislated out  
of office, reconstituted with a majority of Democrats, and  
every Republican superintendent in the State removed.  
Moreover, the law regarding the appointment of school  
commissioners explicitly recognizes politics by compelling  
the Governor of the State to name one-third of the com-  
missioners from the minority party.

It is not within the province of a professional journal  
to enter into the controversy of a political campaign, ex-  
cept in so far as the interests of education are directly  
concerned. The JOURNAL cannot undertake to advise its  
readers how to vote in the coming election, but we should  
be neglecting our duty as the only educational journal  
published in Maryland, if we failed to call attention to the  
disgraceful recognition which has been given to the poli-  
tics of commissioners and superintendents in the past by  
both political parties. The charter of Baltimore city ex-  
pressly forbids the mayor to consider political or religious  
affiliations in making appointments to the School Board,  
and precisely the same principle should be followed in the  
counties. The candidates for Governor ought to be asked  
to live up to this principle so far as the objectionable  
provision in the present school law will permit. Mr. Golds-  
borough ought to give an explicit and unequivocal pledge



that if elected Governor he will not remove school commissioners except for the purpose of securing better service to the schools, that politics shall have nothing to do with his decision in the matter, and that he will not countenance the removal of school superintendents merely because they are Democrats. Mr. Gorman should make equally explicit pledges that he will not appoint or reappoint school board members solely or principally because they are democrats; that he would not hesitate to make appointments that would make a Republican majority in some of the school boards, and that when vacancies are to be filled among the superintendents he would expect these to be filled on the basis of ability to supervise the schools efficiently, and without regard to the politics of candidates.

It is an acknowledged fact among school people everywhere, and among the best type of citizenship, in fact, with almost everybody except self-seeking politicians, that the public schools be managed entirely without the interference of partisan politics. May we not assume that the candidates of both parties for Governor of Maryland are men too intelligent, too broadminded, and too public-spirited to countenance political influences? Every school superintendent in Maryland (and in every other State) should feel perfectly secure in his position as long as he discharges his duties thereof in an efficient manner, and every school commissioner should be equally assured regarding his own position. Will the two gubernatorial candidates speak out and tell us where they stand?

#### Mr. Goldsborough's Position

Mr. Goldsborough was shown a proof of the above editorial and asked if he wished to make a statement regarding his stand on the school question. He replied with the following signed statement:

"The foundation of good citizenship rests upon the public-school system. I have repeatedly said in this campaign—and I reiterate it here—that I am unalterably opposed to keeping the schools in politics. Anyone who is familiar with conditions in the counties knows that in many communities the school officials are part of the political machine. They are compelled to take a partisan part in general elections. They are compelled to render support and give their influence to the dominant political organization in the primary. If I am elected, I shall make such appointments and enforce such rules of conduct as will put an end to these conditions and take the schools out of politics.

"I do not think that the places of the school teachers should be jeopardized by the changing fortunes of any political party. No teacher possessed of sufficient character and ability to teach the children need have any fear of losing a position now held if I am elected—it matters not what the politics of the teachers may be. And I go further—no applicant for a teacher's position will be appointed by reason of political pull or favoritism, for I intend that only such school officials shall hold office as shall make merit and fitness the sole standard of selection of the men and women to be entrusted with the sacred duty of teaching the children of the citizens of Maryland."

"PHILLIPS LEE GOLDSBOROUGH."

"November 2, 1911."

In the current issue of the *Educational Review* there appears an article entitled "The Baltimore School Situation," signed by Dr. George D. Strayer,

**ADVERTISING** professor of school administration in  
**BALTIMORE** Teachers' College, Columbia University.

It is a simple, straightforward, historical statement of the course of educational affairs in this city from 1900 to 1911. Although it is easy enough to infer Dr. Strayer's opinions, his article is remarkably free of any partisan expressions, being in fact mainly a direct narrative, with very little comment, based in considerable part upon documents, which are freely quoted. Only at the very end does the author permit himself one or two moderately expressed statements of opinion.

These characteristics serve to make the revelations of the article all the more striking and impressive. From official documents, written statements, and uncontroverted newspaper accounts, the story rapidly unfolds, recalling many events that may have grown hazy in the memory of the Baltimore public, culminating in the tragic climax that involved the wreckage in a few months of so much of the constructive work of a decade. It is shown that when the reform school board took charge under the provisions of the new charter of 1900, it was confronted by a school system (if such it may be called by courtesy) which for years had been honeycombed with political and personal corruption, with an almost total lack of organization, with a teaching force almost wholly without professional training and representing low standards of scholarship. It appears that the new board, impressed with the seriousness of its problems, sought expert advice from prominent educators in various parts of the country, being determined in particular to elect to the superintendency the ablest man who could be obtained for the money at its disposal, regardless of his residence or any other consideration than fitness for the position. It was in this way that the choice fell upon James H. Van Sickle, then a superintendent of schools in Denver.

Dr. Strayer then tells us of the plans inaugurated under the new regime for a strictly professional management of the schools, on a merit basis and free from the old debasing influences; of the constant fight waged against the new order by the forces of reaction, corruption, conservatism, and self-seeking plotters within the system; of the apparent victory of progress and a period of quiet; of a division at last within the board itself by appointments distinctly below the former standard, which reopened the struggle; of the ups and downs of the warfare of rebellious teachers, disappointed book agents, and ring politicians; of the final reorganization of the board into a harmonious working body, with most of its membership composed of men of the highest type of citizenship. Then we are brought to the revolutionary changes of the last few months, involving the present mayor's arbitrary removals and the subsequent resignations from the board that brought in seven new members, the dismissal of the superintendent without charges or trial, the reversion to the unprofessional methods of management, extreme provincialism, and apparently political dictation, which prevailed before 1900.



This is the story which is appearing in detail in the leading educational magazines of the country under the signature of one of the leading authorities on school administration. It will be reviewed, quoted, read, and discussed in every State from the Atlantic to the Pacific, from Canada to Mexico. Is it good advertising for Baltimore?

\* \* \*

The Baltimore City School Board should remember that the Teachers' Training School in the city and the Maryland State Normal School have been conducted in different ways and for different purposes. The State Normal graduates have in large part found their work in rural schools and those of two or three teachers. Prevailing conditions in the counties have not made it possible to enforce an adequate standard of admission, a factor that has necessarily conditioned the work of the school and the utmost efforts of its faculty. On the other hand the Teachers' Training School has required high-school graduation with a good record for admission, and of course has devoted its energies exclusively to the preparation of its graduates for the special problems of grade teaching in a highly organized city system. Neither school is filling the place of the other. Any plan of consolidation must take these elements into account.

\* \* \*

The Teachers' Institute, as is well known, was originally a device for supplying in some slight degree the professional training which all but a very few teachers had failed to receive before entering upon their work. It is an institution which has unquestionably had an enormous influence for good. Experience and changing conditions, however, have led to changes in the organization and character of work offered. At the present time there are two pretty clearly marked classes of teachers' institutes. In the first type the entire mass of teachers, from primary grades to high school, are assembled in one group and there listen to addresses of a general character from visiting instructors, the local superintendent, members of their own body, and perhaps one or two clergymen or lawyers from the neighborhood. In the second type of institute the teachers are carefully classified according to the grade of work in which they are engaged, the instructors work with one section at a time, and deal directly and practically with the peculiar problems of the teachers before them. In the first type of institute the time is largely consumed with somewhat rhetorical oratory, diversified by more or less frequent jokes. In the second type a short term professional school is maintained, giving definite practical instruction that will aid the teachers in their regular work. These types are perfectly well recognized by experienced institute instructors, among whom the first type is often called the Pennsylvania institute (because it was so common in that State a few years ago), or in a less dignified phrase, a "spiel" institute. The second is the teaching institute.

It might seem to be superfluous to ask which of these two types is superior. Unfortunately it is a fact that a great deal of public money and valuable time are still

wasted on the windy generalities of the first type. This type had its purpose in the past. It brought to the half-educated and utterly untrained teacher some little professional outlook and some inspiration to improve in her work, and the social opportunities were not to be despised in the small towns and rural communities. But for most school systems of the present day, such institutes, held year after year, are simply a dreary and demoralizing waste of time and public funds from every point of view inexcusable. Even financial difficulties can be overcome by adopting the practice of joint institutes for towns or counties too poor or too small to conduct a properly organized institute with a good corps of instructors.

With the constantly increasing demand for professional qualities in teachers with the rapid multiplication and increasing excellence of college and university summer schools, the need for teachers' institutes of any kind has already begun to decline, and it is probable that they will in course of time be discontinued or be supplanted by summer schools lasting at least three or four weeks, conducted under the joint auspices of several school systems. It is significant to note in this connection that the State of New York has already abolished its system of teachers' institutes. In the case of the rural schools and those in towns and villages with a population under 5000, the loss of institute instruction is to be offset by a new plan of school supervision, which goes into effect January 1. The office of school "commissioner" has been abolished, and provision is made instead for more than 200 district superintendents, who will have supervision over schools in all territory outside of cities of 5000 population or more. These superintendents are required by law to be professional educators, and to devote their whole time to the work. No person can be appointed to the office unless he holds the highest certificates issued by the State Department of Education. The territory under the jurisdiction of each of these superintendents will be much smaller than that directed by the former non-professional commissioner, and the new officials are expected, by the close individual attention and expert aid they can give to teachers, and by frequently meeting them in groups for the discussion of the problems of teaching, to obtain better results than were possible from the old institute. Whether it is a wise thing at this time for New York to do away entirely with teachers' institutes is a question about which we are doubtful, but it shows unquestionably the strong dissatisfaction with the teachers' institute as it is, and particularly with the short term unclassified form. In the case of New York, however, it can be said without hesitation that, as between the two, the closer professional supervision will unquestionably be of greater help to the teacher and bring about greater improvement in school work than would be possible with the institute, but without the supervision.

For a few years at least most of our States will find it necessary to continue the teachers' institute, but the State school officials who are usually charged with the oversight of this work should exercise all their influence and authority to eliminate the absurd "spiel" institute and substitute for it everywhere the infinitely more professional and valuable teaching institute.



# HOME GEOGRAPHY

A STUDY OF THE GEOGRAPHY OF BALTIMORE IN  
FOUR PARTS:

PART I—THE ELEMENTARY PHASE\*

By ERNEST E. RACE

Head of Science Department, Maryland State Normal School

THIS series of articles and those to follow, either in the *Atlantic Educational Journal* or book form, assumes: First, that observational geography (the so-called home geography) is the foundation upon which to build all later work in geography. Second, the study of the home should not be confined to the physical side, but should include the commercial and social as well. Third, that there are phases of geography in one's home that are too advanced for the third or fourth grade, and that these are significant for an adequate comprehension of geography and good citizenship. Fourth, that the study of home geography should not be confined to the first four grades, but that the home locality offers material for the use of every grade, and that such material should be utilized. Fifth, that the subject of home geography may be adapted to the three main stages of development in the child by presenting it in three phases—accumulation of facts, simple relationships, response to environment.

The first of the problems of home geography I have called "The Elemental Phase," and is the subject of this series of articles. The two later stages by analogy are called the intermediate and advanced phases by the author in a syllabus he is preparing for use in his classes and in the Model School of the Maryland State Normal.

Our city and county courses present admirable outlines for home geography in the third and fourth grades, and return to home geography in later grades in the study of the State of Maryland. The standard textbooks necessarily have made home geography little more than an elementary presentation of general geography. It is the ambition of the author of this series to give the teachers of Greater Baltimore and its environs real help in the perplexing subject of home geography. The same principles will be applicable throughout Maryland and its neighboring States. Other localities will doubtless find suggestions as to procedure and method.

The matter presented in the elementary phase is applicable to the work of grades one to four as the work is outlined in the Baltimore county and city schools. It may easily be adapted to still later grades if desired. This series is addressed to teachers and does not profess to be a text for pupils. The reader will follow these articles more intelligently by referring constantly to the topic under discussion in some standard text in physical geography like Dryer or Davis.

The observational or home geography of the first three or four grades of a child's school life may be grouped under the following heads:

1. Elementary topography—earth forms.
2. Elementary meteorology—atmospheric phenomena.
3. Changes in land forms—the simpler processes in dynamic geology.
4. Observations leading to a conception of the fundamentals of mathematical geography.
5. Industrial and social observations.

## I. Elementary Topography.

In the vicinity of Baltimore among the most obvious earth forms are hills, valleys, lakes, rivers, swamps, plains, springs, bays, shore line, quarries, soils, etc. These ele-



RAPIDS OF THE GWYNNS FALLS STREAM ABOVE HILLSDALE.

mentary concepts should be developed by local observational geography and then applied to the earth in a larger way. Considerable emphasis should be laid on the acquisition of terms which are to be constantly used in geography by a study of that which they represent. As, for example, locate high, low and level land in the vicinity and in other places. Use terms: Hill, crest, slope, valley, plain, finding representations of these in the vicinity or by excursion to distant points. Mold in sand. Sketch. Develop method of representation. Refer to how this is done on maps. Point out simple illustrations of the influence of surface features on the life and industries of the people.

The difficulty lies not in getting a notion of the individual things, as hill, valley, stream, rain, erosion, etc., but in uniting these so as to show their interrelations. For example, a plan for a series of lessons on a hill might well include all the features contiguous and related to the particular hill.

### I<sup>1</sup> HILL.

I<sup>2</sup> Windsor Hills (Mt. Holly), Milton-avenue car.

#### I<sup>3</sup> Experiences.

Living on a hill, coasting or sliding down, rolling down, climbing, drawing cart up, etc., to bring out slope, height and shape.

#### I<sup>2</sup> Advantages.

On bank along Gwynns Falls are Mt. Holly Inn and residences; sightly places offered there; no mills and factories; good breeze in summer.

#### I<sup>3</sup> Disadvantages.

Difficult for trucking; in winter the inclines are slippery, the wind is strong and houses hard to heat; as a result, little business or manufacturing; a place of homes, park and resort.

#### I<sup>4</sup> Other hills in comparison.

I<sup>4</sup> Federal Hill. Very steep on the east, north and west; approached by stairs on these sides; used for homes and park; good view of the harbor and shipping.

2<sup>4</sup> Mt. Washington. The hills about Mt. Washington reveal much of the same conditions as Windsor Hills. They are sightly, picturesque and a pretty suburban district.

3<sup>4</sup> Lawyers' Hill (near Relay, B. & O.) is perhaps the best hill-type near Baltimore. It is particularly interesting because it is on the edge of the Piedmont belt and shows how the B. & O. pre-empted the fall-line route.

#### I<sup>4</sup> Regions of no hills.

These lie between the hills, and are scarcely to be found in the Piedmont belt covering much area. The coastal plain is in marked contrast. A trip to Sparrows Point will show this.

\*This series will be illustrated with photographs covering the entire course of the Gwynns Falls stream from the rapids above Hillsdale to the falls below Edmondson avenue viaduct. The photographs this month cover the stream from a point near Hillsdale to but not including Windsor Hills.—Editor.



5<sup>4</sup> *Slopes. Note relation to:*

- 1<sup>5</sup> Insolation. What exposure is warmest?
- 2<sup>5</sup> Run off. On what kind of slopes does the water sink in most? Least?
- 3<sup>5</sup> Soil. What kind of slopes have most soil?
- 4<sup>5</sup> Ease of cultivation.
- 5<sup>5</sup> Direction of stream.

*Note.* Develop geographical principles.

2<sup>1</sup> VALLEY.

- 1<sup>2</sup> The valley is an earth form naturally associated with a hill. A beginning should be made in the elementary stage in comprehending the gradual development of valleys—the evolutionary aspect. The areas suggested will give opportunity to show how surface features control life, industries and transportation. Start these ideas now and allow them to mature later.

2<sup>2</sup> Gwynns Falls.1<sup>3</sup> Description.

Take from Gwynn Oak Park through Hillsdale (Dickeyville), through Gwynns Falls Park to the Edmondson-avenue viaduct and below the viaduct to the trestle. Note the geographic features throughout this area.

2<sup>3</sup> Advantages.

- 1<sup>4</sup> *Scenic.* Gwynn Oak Park. Gwynns Falls Park. Other parts of area are favorite walks.
- 2<sup>4</sup> *Transportation.* Easy grades favor transportation. Electric road from Mt. Holly to Hillsdale. Western Maryland Railroad follows the valley below Gwynns Falls Park.
- 3<sup>4</sup> *Commercial.* Meadows and pastures above the Edmondson-avenue viaduct. Stone quarry below Hillsdale and in the small canyon below the Edmondson-avenue viaduct. Mills at Dickeyville. The stream furnishes power, and in cutting its valley has made quarrying easy.
- 3<sup>3</sup> Other valleys in comparison.

1<sup>4</sup> *Jones Falls.* This area outside of the suburban district is devoted to mixed farming. The valley offers an easy route for the Northern Central. One of its bluffs is Druid Hill Park. The stream furnishes part of the power for the Woodberry Cotton Duck Mills. The Union Station is in this valley. The manufacturing, railroad and shipping interests have pre-empted the lower part of Jones Falls valley. At the mouth of the river are the city docks. At the present time contractors are at work on the proposed sewers in Jones Falls bed. A good idea of the immensity of a city sewer, the engineering difficulties and the labor involved in such a work may now be gained. A miniature railroad has been laid on one side of the stream to transport construction material. The water has been forced to the other side by bulkheads. The foundation of the middle trio of sewers is being rapidly laid. The plan is to cover Jones Falls completely and then construct a low-grade roadway over the sewers. This illustrates how man moulds his environment. A city eyesore will be covered and converted into a much needed radial street from the traffic centers.

2<sup>4</sup> Gwynns Run, which flows east of Walbrook and empties into Gwynns Falls near its mouth, will illustrate most of the features of the other two valleys mentioned.

3<sup>2</sup> Conclusions as to hills and valleys.

1<sup>3</sup> Hills separate the valleys. Valleys are the lowlands between hills. Streams occupy valleys. One stream or valley may run into another. Ranges of hills may separate valleys.

2<sup>3</sup> One may get from one valley into another:

- 1<sup>4</sup> By going around the hill, as from the City Hall down Calvert to Baltimore street, then up Baltimore street to Howard, and then to Stewart's store instead of direct by Lexington street.
- 2<sup>4</sup> By going over the hill. Taking the Lexington-street route from City Hall to the corner of Howard and Lexington street is an example of the direct route over the hill.
- 3<sup>4</sup> By going through the hill. The tunnel by which the B. & O. reaches Mt. Royal Station is an example of through the hill.

4<sup>1</sup> MOUNTAINS.

The hill is the natural basis for understanding the mountain. Federal Hill may be used as a type for our consideration. It can easily be viewed as a whole from the wharves on the basin. The danger in associating the hill and the mountain is that the child will get the idea that the hill is a "grown-up" mountain.

While the height and the barrier features of mountains are the natural approach in the elementary phase, the way must not be blocked for understanding the true geological nature of a mountain. Hills are formed by surface agencies, as winds forming sand dunes, glaciers forming moraines, drumlins, eskers, kames, etc.; erosion, aided by weathering, leaving hill and mountain-like forms; while mountains are formed by internal agencies, causing wrinkling and faulting.

5<sup>1</sup> RIVERS.

Extend, by means of trips to streams, knowledge of geographic forms and processes. The origin of a river should be associated with rainfall. The function of a river is drainage of the excess of precipitation. Use the terms: current, channel, bank, bed, bluff, flat, meadow, meander, rapids, water-parting, etc. The stream at work will be discussed under the third head, "Changes in Land Forms." However, the teacher should note evidences of stream cutting, carrying and depositing as opportunity on excursions offers. A knowledge of stream origin and stream features, slopes and divides naturally precedes an intelligent study of the work of streams in modifying and building land forms. At this point let the emphasis be on forms. The "whys" should be problems for solution.

The following topics are significant:

1<sup>2</sup> Origin of rivers.

This may be introduced by noting the size of the most accessible stream before and after rains, during droughts, etc. The increased number of tributaries of brooks during rains may well be noted.

2<sup>2</sup> Features of rivers.

These may be followed by following up a brook or stream which is not too long, or by studying different portions of a longer stream.

Gwynns Falls above and below the Edmondson-avenue viaduct.

1<sup>3</sup> Above the viaduct.

In the distance, gently flowing between meadows and pastures, the valley is relatively wide. Plains border the banks of the stream. The valley narrows as it approaches the viaduct.

2<sup>3</sup> Below viaduct.

More rapid, canyon-like valley, with scarcely any plains on either side; stony and rough bed; quarry farther down.

3<sup>3</sup> A river expands into a lake when blocked naturally or artificially. The dam below the Edmondson viaduct, the one just above Hillsdale, and the various city reservoirs.

4<sup>3</sup> A stream does not always flow straight. This is the



rule on gentle slopes. A stream's bends are called meanders. The course of Gwynns Falls above the viaduct is a good example.

Such points as the following should be brought to notice: Locate the outer and the inner bank of the meander. Which bank is the steeper? Why? Along which bank is the stream deeper? Why? Along which bank swifter? Why? Where are the plain and the bluff in respect to the meander? Map the meanders for a distance, locating the cultural and physiographic features: bluffs, plains, bridges, railroad and road, houses, meadows, pastures, woods, etc. Also make a cross-section of a meander.

*Notes.* Merely suggest "the why" at this stage, and, if too difficult, wait for more evidence.

5<sup>a</sup> A stream sometimes falls in rapids. This is the case below the Edmondson-avenue viaduct. Here the bed is very rough and stony. Such rapids afford water-power which is utilized by mills and factories. The dam just below the viaduct is to utilize this power. The same case is found at Dickeyville.

6<sup>a</sup> A stream whose course is from close-textured, resistant land like our Piedmont belt onto looser-textured, less-resistant land like our coastal plain, as the Patapsco, Jones Falls and Gwynns Falls, has well-defined heads of navigation at the lowest falls or rapids at the inner margin of the coastal plain. Baltimore has such a location at the head of the estuary of the Patapsco and on the basins at the mouths of Jones Falls and Gwynns Falls.

A trip down the bay by boat or by trolley to Sparrows Point or Bay Shore Park will afford an opportunity to study the features in this area which are in marked contrast to those previously noted. The stream is broader, deeper, the current is slower. Beaches, bays, peninsulas and other forms are to be observed. How man has used the water-front for manufacturing and transportation is very evident. The more level stretches afford easy trolley construction and rapid transit. The arms of the river reaching into the land are obstacles which have been overcome by trestles. The cleared and better-situated portions are used for trucking. Wood covers considerable of the area. Points commanding the entrance to the estuary harbor have been fortified, as Fort McHenry and Fort Howard. An island in the channel has been converted into Fort Carroll. Bay Shore Park, with its long pier, has many of the attractions of the seashore.

### 3<sup>2</sup> Slopes.

Note relation of slopes to:

Stream direction.

Stream velocity.

Stream length.

Water-power.

Drainage.

### 4<sup>2</sup> Water-parting.

These are sometimes called watersheds or divides. Children prefer the term water-parting. Water-partings may be an elevated land mass or a ridge of hills or mountains.

What drainage does the right and left water-partings of Gwynns Falls divide? What parting at the source of Gwynns Falls? What is the office of water partings?

*NOTE.*—The right bank of a river always means the right bank going down stream. The terms right and left are more definite than east and west or north and south, because the direction of the stream is not constant.

Another good area showing hills, valley and river is on Jones Falls between Melvale and Woodberry. It may be reached by Mt. Washington or Roland Park cars running on Falls road. Ride to Cold Spring lane on either of these cars and go west to the Melvale distillery to Jones Falls river. Take the railroad south to Woodberry. The area from Melvale to Woodberry is rich in geographical features. The view shows meanders, bluffs and meadow flats. On the right hand side of the railroad just above Woodberry is a hill which is very well suited for study. Advanced classes could easily map the hill with contour lines. There are several industrial features in the area, railroad, distillery, farms, quarry, cotton-duck mills, etc.

### 6<sup>1</sup> LAKES.

Lakes are the most transient of physiographic forms. They are merely an incident in drainage areas. Original depressions or depressions gouged out by glaciers or any blocking of a stream may form them. They are no sooner formed than they are in the process of destruction by the stream filling them with sediment and the outlet lowering the dam.

Artificial lakes are nearly as good as natural forms for study, and even better in showing that lakes are formed by blocking drainage lines.

A good approach to this subject is a dam across a small



VALLEY AND SURROUNDING HILLS AT THE STONE QUARRY ABOVE WINDSOR HILLS.





HILLSDALE—SETTLEMENT ON PLATEAU.

STREAM SKIRTING HILLS AT THE  
STONE QUARRY.

gully stream. Note how it fills with water and the stream expands. Watch it gradually disappear by filling with sediment and cutting down the dam. Boys use such lakes for sailboats and to run their water-wheels. Man uses lakes for storing water, as in the case of the city water supply, where they are small for sailing, boating and fishing. Larger lakes have the further use of transportation, as on the Great Lakes. In arid lands natural and artificial lakes are used for irrigation.

#### 7<sup>1</sup> SMALLER FEATURES.

##### 1<sup>2</sup> Springs.

Springs in the area studied should be noted and traced to the master stream in order to associate them with river supply. Call attention to the fact that springs are fed by underground water. The water is to be imagined as falling on higher ground and soaking down to lower level.

##### 2<sup>2</sup> Deltas.

Where small streams enter ponds deltas may often be observed. Deltas, which are the result of stream deposition, are to be distinguished from bars, which are concerned with wave action and may occur where there are no streams. The delta must be above water-level.

##### 3<sup>2</sup> Swamps and meadow flats.

These are to be regarded as a source of stream supply both in water and sediment.

The process of swamp and flat making belongs to a later stage.

Most swamps are filled-in lakes or localities of poorly-established drainage. Since many swamps are the last stages of lakes, they will consequently occur near the sources of rivers, or rivers will run through them. The areas previously suggested will illustrate some of the above principles.

#### 8<sup>1</sup> SOIL.

1<sup>2</sup> The study of soils is very important. It is intimately concerned with many phases of geography, nature study and agriculture. Since our elementary courses have expanded to include school gardening and agriculture, the topic has received an added emphasis.

2<sup>2</sup> Bulletin 186 of the Agricultural Department offers a number of suggestions.

3<sup>2</sup> Collect and define samples of various kinds of soil,

such as sandy, gravelly, clayey, loamy, peaty, marly. Handling and garden work will show that clays are heavy and sandy soils are light to work. Observation will show that clayey soils bake.

Simple experiments will show their varying capacities for absorbing and retaining moisture and heat.

4<sup>2</sup> These facts should be established:

1<sup>3</sup> Sandy soil absorbs moisture and heat quickly, and drains and cools quickly.

2<sup>3</sup> Clayey soil absorbs moisture and heat slowly, drains slowly, cools gradually.

Which soil is the better in rainy weather? In dry weather? Which is the earlier for spring use?

5<sup>2</sup> Functions of soil.

1<sup>3</sup> Soil is a storehouse of moisture for the plant.

2<sup>3</sup> Soil is the storehouse of food, lime, potash, phosphoric acid, etc.

3<sup>3</sup> Soil is a laboratory. The organic matter (humus), the sun energy and the atmosphere work together to build the plant.

4<sup>3</sup> Soil gives a foothold to plants, enabling them to stand erect.

6<sup>2</sup> Origin.

Soil is disintegrated rock, together with varying amounts of vegetable matter or humus. The process of disintegrating rock is called weathering. The air, water, alternation of heat and cold, frost, plants and animals play a part. In a brook basin the soil is assorted by water action and will afford samples in which the rock fragments may be distinguished. A railroad cut will show all gradations from fine, dark top soil through coarser fragments down to bed rock. The dark color of the surface soil is due to humus.

7<sup>2</sup> Classification.

The most useful classification will be that made from specimens actually gathered in the neighborhood.

Hills will show residual soil having the mineral consistency of the rock underneath. The stream beds will show transported soil.

Sandy soil may be found on hill slopes and in stream beds. Gravel beds will usually reveal gradations from gravel to sand.

Clay is well distributed in the city and county. A good source is old clay pits or brickyards.

Loam may generally be found in gardens and grass



plots. It is darker in color than the above soils because of the presence of humus.

Peat may be collected in swamps and meadows, and is dark in color because of the great percentage of organic matter.

Soil from woods will be found to contain humus, which shows its origin from branches and leaves.

Hodge's "Nature Study and Life" contains helpful matter. The recent elementary books on agriculture will suggest simple procedure.

## GAME FOR NOVEMBER

A PLAYGROUND FAVORITE THAT MAY BE SUCCESSFULLY USED IN PRIMARY GRADE AND KINDERGARTEN

By EMILY BUCHHOLZ

Baltimore Public School and Director of Chester (Pa.) Summer Playground.

PLAYGROUND children take very readily to games in which there is a contest between those taking part for a recognition of superiority. With just boys, the appeal for leadership because of speed in running, nimbleness in jumping, or strength in lifting weights or wrestling, is as a rule the strongest appeal. The parallel of this longing for leadership where the girls are concerned, will oftener take the form of a desire to exceed others in throwing a ball or bean-bag, or to endure longest in a jumping contest, or even to excel others in some such less exacting exercise as playing jacks or bouncing a ball.

But when the boys and girls are joined together in a common sport, such as a throwing game, excellent results are obtained by instilling in the pupils an interest in the sport and a pride in their individual or group accomplishments.

For the earlier fall the lighter out-of-door games, such as bean-bag throwing contests, afford ample opportunity for exercise to the children who are required to remain in the open for a considerable period. In the later fall and winter months the running games, which call for greater exertion, may find more favor.

The accompanying diagram is that used in an out-of-door game of bean-bag throwing. The diagram shown can easily be constructed by the ungraded classes in the schools. It is made of wood, as a rule, and the diamond shaped figures in the body are openings or holes.

The game not only arouses that interest which most contests between children stir, but it also is useful in assisting slow, and slightly backward children in grasping the principles of simple addition. It tends to develop the child's accuracy of aim—a thing which, according to tradition, has too long been wofully neglected in the female element of the population.

In the board shown here the centre diamond counts ten. The other diamonds count five each. The children engaging in the game are divided into two sides and are named "Reds" and "Blues," or any other names that may be suitable. The contestants are placed about twelve or fifteen feet from the board and as each one is ready to take a turn, three bean-bags are handed to him or her. First the captain of the "Blues" attempts to throw his

bean-bags through one of the holes, striving, of course, for the ten diamond. Then the captain of the "Reds" has a turn. And so on through the entire membership of the two teams.

The score is kept on the board by one of the children.

The principal objects of the game may be set down as: (1) the measuring of distances with the eye; (2) accuracy in aiming; and (3) furnishing drill in arithmetic.

## WINDOW GARDENING IN SCHOOL

[Continued from page 19.]

November the second has been set apart as Planting Day. All bulbs, both in the homes and at school, will be planted on that day. With the proper care the flowers should bloom about the twentieth of January. At that time we are in hopes of having a Flower Day. All persons who plant the bulbs will be expected to bring the plants to school for the exhibition, and we anticipate a very interesting gathering.

We have had such days with other flowers in autumn, also in spring, but not before in the winter. We are enthused over the plan of a real flower day in cold, bleak January. The most important feature of it all is to think of the many homes which these little flowers will brighten, and to know that the influence of the school is being gradually placed around the people in those homes. Can any one foretell what even such a little movement may do, in arousing a spirit of school co-operation?

It is our object to have pupil committees visit the homes where the bulbs are planted, and make a report regarding the condition of the plants; the care given them and the progress made. By this means we will keep in close touch with a great many people and we may possibly succeed in getting them interested in other phases of school work. Here is one of the chief aims underlying the whole co-operative school-gardening problem in so far as the community generally is concerned.

It is needless to argue here the value of school-gardening from the standpoint of the child, and it is not maintained that the plan followed at Randallstown is more valuable than the usual window box scheme, but we have found it to be the most interesting way by which the home and school can be united on the flower question for the winter months. Apart from this value, the child has an opportunity to study several kinds of plants, and by planting these bulbs at different seasons may enjoy the fragrance and beauty of this little flower throughout the year.

## NEW VERSION OF "MARY HAD A LITTLE LAMB"

DR. W. H. ALLEN,  
New York.

Mary had a little cold  
That started in her head,  
And everywhere that Mary went  
That cold was sure to spread.

It followed her to school one day  
(There wasn't any rule),  
It made the children cough and sneeze  
To have that cold in school.

The teacher tried to drive it out,  
She tried hard, but—kerchoo!—  
It didn't do a bit of good,  
For teacher caught it, too.

—Wisconsin Educational News Bulletin.



# A WALK WITH BOYS

REPORT OF AN EXCURSION INTO THE COUNTRY WITH A PARTY OF FOURTH-GRADE BOYS  
WHO KNEW WILD FLOWERS AND ANIMALS

By JENNIE REBECCA FADDIS

Assistant Superintendent of Schools, Evansville, Ind.

I WENT to the woods with some boys this afternoon, three fourth grade lads. I knew only one of them when we started. This was Ross—slow, quiet, uninteresting, uninterested Ross—as he was generally considered. One day while talking to his grade, I had discovered a common bond of interest between the boy and myself—a liking for the birds and—the outdoor world.

At that time, seven months ago, I tried to make an engagement with Ross for a Saturday afternoon tramp in the woods, but he failed to keep his appointment for 3 o'clock. No boy was in sight at our specified place of meeting. By dint of much inquiring I found Ross' home—his stopping place, I soon mentally concluded. His mother was sorry in the extreme that her boy had disappointed me, her regrets being couched in a voluble flow of American expletives. However, she "reckoned" I could easily find Ross about the corner saloon not many blocks away, for he was "most generally" there when he had been found after long absence from home. I did not find the lad there, nor did I return to the home until this beautiful field-enticing afternoon in late November. This time one of Ross' small brothers helped me to ferret out the boy from a large crowd of boys in the neighborhood.

We "picked up" the other two boys and started, though each of the three expressed doubt as to the respectability of his appearance to accompany me. I said that I wanted to find out what was in the woods and fields around there, and knew that Ross could take me to the best places for birds, late berries, etc.

There was no deliberation on the boy's part. I was asked first of all if I liked haw apples. I have no recollection of the time when I did not, so we went to a tree that was "just loaded" with those pretty seed filled beads that must be eaten in large quantities in order to determine the flavor of the fruit. Soon a capful was at my disposal. Considering that germs are real things and found more abundantly in some places than others, I was half glad I could deposit the contents of the cap in my hand-bag to take home.

Next we found the sheep pasture on the hillside where Ross gathers edible mushrooms. We began to search for them. I hardly needed to ask questions to gain the information that was forthcoming as to the difference between the poisonous and edible varieties, the best soil and season for their growth and the best kinds for food. The knowledge was sound on the whole, though expressed in very ordinary English. Though Ross knows just how to cook mushrooms "to make 'em taste," he enjoys them raw, and several choice bits were "skinned" for my pleasure.

I'm wondering what Ross will say when he sees my book on mushrooms. Won't his eyes drink in the pictures, if not the words!

I cannot tell what we did next, or saw or heard next, with three pairs of boys' eyes detecting wonders with the Indian's acuteness, and all the fingers on all the hands pointing here and there as I was bidden "See!"

We tarried some time at a rabbit's den, for it is a good piece of architecture; a well-chosen piece, I should say, for the compact, tangled roots of an old tree had been appropriated for the rabbit home and converted into a snugly-lined place of shelter that did credit to rabbit intelligence—or is it instinct? After that we found many a hole, or cave, or sheltered spot of some kind that suggested rabbit haunts, the boys telling why they'd choose these places if they were rabbits.

We came to a gully in the pasture, which the water had been cutting in the red soil for a long time. My guides and interpreters explained that the same agent had worn the rocks into the queer shapes that suggested to them "the man with the sharp nose," "the bull dog's head" and "the big dish." We noted the "valleys," from the tiny incisions to those of such width that none of us could jump across them. Then we viewed the whole landscape for the largest valleys the eye could see. We walked up the gulch to the white rock that Ross wanted to show us. If he ever gets a camera, he'll come and take its picture, he told us as he viewed it fondly. The boys were interested to hear some of the story of the rock, the great white mass whose lines and crevices and angles tell tales of its unquiet condition through the ages.

Once I asked the boys to listen that we might distinguish the bird notes in the distance, and once that we might appreciate the intensity of the meadowlarks' sputtering as they flew before us in fright. These intervals of silence gave Ross an opportunity to recall his experiences with birds in the locality, for they are his friends to the extent that he knows "pretty nigh all the sounds they make." He took us to an old post that showed the well-chiseled holes of the woodpecker tribe. He once captured two young red-heads and a yellow-hammer here and carried them home. His father said they would make "good eating," but the boy said he responded, "They're so pretty I guess I'll take them back."

Thus we journeyed on, stopping at every spot that had an appealing interest; now to create a snow storm from the contents of the half-filled milkweed pods; again to gather the long stalks of grass with the feathery brown heads; once to watch a boy climb quickly for a bird's nest; another time to see which boy could go highest in air from a swing made of the tough, low-hanging branch of an oak tree, and then we came upon a cluster of bushes, so full of the delicate pink and white coral berry that the boys asked in a breath what it was.

This reminded Ross of something that he wanted me to see, if we had time to go through a stretch of woods beyond us. We went and found a tangled mass of the smilax, in all the richness of its late autumn coloring. Ross tore off great strings of it, each lovelier than the one before, saying as he handed them to me, "Good colors."

We had halted now and then just to gaze on earth and sky, when Ross especially noted a spot which made a picture, and now we watched the western sky with eagerness as we climbed the hill to see the great round sun grow more splendid and then vanish from our sight. "It's done gone," said the boys in a chorus. "Yes," I said, "the sun has gone, but—" not quite ready to turn from the glory of the sight. "But the set's still there," added one of the boys, anticipating my thought.

The great flocks of crows had been going toward the roost for some time, and we were a long way from home. When I said good-bye to the whole and took leave of the boys, I felt in my heart that Emerson was about right when he said: "To speak truly, few adult persons can see Nature. Most persons do not see the sun. At least they have a very superficial seeing. The sun illuminates only the eye of the man, but shines into the eye and the heart of the child."



# LESSONS ON THE TURKEY

SUGGESTIONS FOR USING THE "NATIONAL BIRD" AS A SUBJECT  
IN TEACHING ARITHMETIC, GEOGRAPHY AND  
NATURE STUDY

By ROSE I. CONWAY

Baltimore Public Schools



SINCE the subject of Thanksgiving was liberally treated in the October number of THE ATLANTIC EDUCATIONAL JOURNAL, it may be as well to confine this paper to a few thoughts on the subject of what is frequently referred to as our "national bird"—the turkey.

Toward the end of November, both country and city folks, old and young, give considerable time to thinking and talking about turkey. The poultry-farmers and the dealers in poultry make pretentious plans to gratify the national appetite for this fowl, and the kings and the queens of the barn-yard must bow in humble submission to the inconsiderate demand of the American holiday appetite for turkey.

That which appeals most strongly to the child is something new. The new thing on the market at the Thanksgiving season is turkey, and all eyes are upon this favorite fowl. Turkey would, therefore, appear to make an excellent subject for classroom discussion, and during the last week of November, I should have such a lesson, or a series of lessons.

After making several sketches on the blackboard—those shown here are suitable for copying—I should begin a lesson of this type by endeavoring to have the children supply me with information. Find out which costs more—a turkey or a chicken. If the answer were forthcoming that the turkey were the more costly, I should ask one of the children, especially a country child if one were in my class, to tell me why the turkey will bring a higher price than a chicken.

His answer, if his life had made him familiar with the ways and characteristics of the inhabitants of a poultry farm, would be that the young turkey is very delicate, and as a consequence requires much more attention than a young chick. He

would also tell that few of their number grow to be strong large turkeys, and so on.

If the desired informant is not to be found in the class, the teacher, by asking leading questions, may draw out of the children the conclusions which are here given, namely: since turkeys require greater attention than chickens and are much

more difficult to raise, they are not nearly so plentiful as chickens; then, too, since turkeys are so much rarer than chickens, it is very appropriate that inasmuch as they are bound to be eaten, they should be slaughtered chiefly for special holiday feasts.

From this lesson might follow problems in arithmetic based upon the original value of the turkey as compared with the market price; the cost of shipment, of retailing, etc.—taking in outlines of any grade from one to eight.

In this way the pupils acquire a better knowledge of the real value of the turkey, and why they should appreciate it as a rare dish.

Then, too, a very interesting geography lesson can be made from a tracing of the route from the turkey farm to a city market, either by water or rail, or by both—the means of transportation, its

method, etc.

Many drawings may be made, showing activities in turkey raising, turkey shipments, and the proper way of handling and treating our "national bird."

The aim in any of the foregoing lessons should be to increase the pupils' knowledge and appreciation of the good of the earth, and to impress upon them all the pleasant things they enjoy around Thanksgiving.

In the drawings an effort has been made to impress upon the pupils the weakness of the turkey, and as a consequence the great affection which springs up for it on the part of those who raise turkeys because of its helplessness. The old darkey feeding the turkey feels a deep affection for it; the little girl has also learned to love the turkey because it is a burden of care. The other drawings are appropriate for Thanksgiving, showing as they do the old-fashioned darkey preparing the "national bird" to rule at the Thanksgiving feast, and her journey to the dining room with the fowl cooked and ready to bring pleasure to the waiting guests.

The object of any and all of these lessons on the turkey should be to prepare the pupils for the proper spirit of the holiday which is now rapidly approaching. It is to give them the spirit of Robert Louis Stevenson's "Happy Thought," in which he says, so much in the child's language:

"The world is so full of a number of things,  
I'm sure we should all be as happy as kings."





# NOVEMBER POEM PAGE

Selected by MARTHA S. POPE, Friends' School, Baltimore

## "NOVEMBER CHEER"

November's fields are bare and brown;  
November's skies are gray;  
And bleak her winds which wail and roar  
Their weird, uncanny lay.

But in November comes the time  
Of grateful joy and cheer,  
When pumpkin ripe and turkey fat  
Must pay a forfeit dear.

The wood-fire crackles on the hearth;  
It may be cold outside,  
But, safe within, we laugh and jest,  
And cheerfully abide.

Ah, June with all her meadows green  
May seem the best of all—  
But for November's autumn cheer  
My heart will ever call.

—J. Clarkson Miller.

## NOVEMBER

Wrapped in his sad-colored cloak, the Day like a  
Puritan standeth  
Stern in the joyless fields, rebuking the lingering color,  
Dying hectic of leaves and the chilly blue of the asters,  
Hearing, perchance, the croak of a crow on the desolate tree-top.  
Breathing the reek of withered weeds, or the drifted  
and sodden  
Splendors of woodland, as whoso piously groaneth in  
spirit:  
"Vanity, verily; yea, it is vanity, let me forsake it!  
Yea, let it fade, for Life is the empty clash of a  
cymbal,  
Joy a touch in the hands of a fool, and Beauty a pit-  
fall!"

—Bayard Taylor.

## WINDY NIGHTS

Whenever the moon and stars are set,  
Whenever the wind is high,  
All night long in the dark and wet,  
A man goes riding by.  
Late in the night when the fires are out,  
Why does he gallop and gallop about?

Whenever the trees are crying aloud,  
And ships are tossed at sea,  
By, on the highway, low and loud,  
By at the gallop goes he.  
By at the gallop he goes, and then  
By he comes back at the gallop again.  
—Robert Louis Stevenson.

## THE TWO RAPTURES

Two raptures are there; one is of the spring;  
Life leaps down all her sources and is glad  
With gladness that enfolds each humblest thing.  
Furrows teem fragrant, trees with buds go mad;  
Music and color and a sunbright glee  
Turn sullen earth into sweet Arcady.

The autumn's rapture is a soberer wight,  
But deep in tender dreams and rich in rare  
Designs, and mellow harmonies of light.  
The hills lie steeped in memories most fair,  
The forest blaze with visions, and the year,  
Two-minded, mingles elegies of dearth  
With hopeful hymns of yet triumphant birth,  
When May returns, when spring again is here.  
—Richard Burton, in *From the Book of Life*.

## THANKSGIVING THOUGHTS

"Give us this day our daily bread."  
Back of the loaf is the snowy flour,  
And back of the flour the mill;  
And back of the mill are the wheat, and the shower,  
And the sun, and the Father's will.  
—Maltbie D. Babcock.

With every day  
To wake and say:  
Thank God for work and light:  
And when at last  
The day is past  
Thank God for rest and night.  
—Frank D. Sherman.

Said the little brown leaf as it hung in the air,  
To the little brown leaf below:  
"What a summer we've had  
To rejoice and be glad,  
But today there's a feeling of snow."  
—Margaret E. Sangster.

It is very nice to think  
The world is full of meat and drink,  
With little children saying grace  
In every Christian kind of place.  
—Robert Louis Stevenson.

## TAKE JOY HOME

And make a place within thy heart for her,  
And give her time to grow and cherish her.  
Then she will come and oft will sing to thee  
When thou art working in the furrows. Aye,  
It is a comely fashion to be glad;  
Joy is the grace we say to God.  
—Jean Ingelow.



# GAMES FOR HIGHER PRIMARY GRADES

## EXERCISES IN ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION THAT MAY BE ADAPTED FOR USE IN THE LOWER CLASSES

THERE is an ever increasing demand for games that will be suitable for class room use. The demand calls for games of every kind and character; games that will serve every possible schoolroom need; games for children in every age to be found in public schools and kindergartens.

The following games are suitable for the higher primary pupils, and cover the subject of arithmetic, including addition, subtraction, multiplication and division:

*A Rainbow Game.*—Have a series of figures written on the board in white chalk.

4	6	8	3	7
7	2	9	9	1
4	3	6	2	4

Take red chalk and go over two or more figures. Call on a child to give the sum of the figures so colored, (the contrast of colors makes the figures stand out in the pupil's mind.)

Then take another of the primary colors, and repeat the process, and continue this until all the rainbow hues are represented.

For quiet work later, the children might combine the blue and red numbers, the yellow and blue, the red and yellow; thus forming the secondary colors in addition.

*A Silent Addition Game.*—The following excellent game, by Miss Florence Curtis, was published in *Primary Education*.

"Write a column of incomplete statements, such as  $2 + 1 =$  ; near this column write all the digits, repeating them indefinitely. Station John, with a long pointer, over the statements, and Mary, with an eraser, by the digits, and the game is started.

"(The objects, from the children's standpoint are, first, the dispossession of John and Mary, and second, getting a particular digit erased without question.)

"John points to the first statement, the first child in the first row comes forward, looks at the statement, and touches with a short pointer the digit that, in his opinion, completes the statement. Should the statement be  $2 + 1 =$  ; he should point to the digit 3.

"If he is right, and Mary knows he is right, the figure is silently erased and that boy, with the complete statement fixed in his mind by assurance doubly sure, passes the short pointer to the child behind him, who goes through the same exercise, and so on around the class.

"If he is wrong and Mary thinks he is right, Mary erases, without question, and loses her place to the one who first notices her blunder, and the boy goes to his seat as before. This development insures rapt attention from all the class, and especially earnest effort on Mary's part.

"If the boy is wrong, and Mary knows he is wrong, he goes abashed to his seat, relinquishing the pointer to the child next in order, for Mary has refused to erase, and is upheld by the teacher. If he is right and Mary refuses to erase, then Mary loses her place as before.

"As to John, he must be a model of position, quickness and attention or his glory will pass to one in the ranks.

"The educational value of this game lies in its possibilities for individual development, without the sacrifice of class interest and benefit. Its stimulative power, and the absolute quiet in which it may be performed, recommend it especially."

*Drawing Slips.*—On little slips of paper write the numbers according to the progress of the class. Put these into a box or pretty basket and let one child draw out a slip of paper. Suppose he draws 6. He turns to the class and says: "I have a number that is made up of two 3's, or three 2's or a 4 and a 2," (giving any correct combination.)

Then quickly he calls the name of some child. If the child chosen gives the correct answer he in turn chooses a number from the box. If not, the first child selects another.

*Another Slip Game.*—Write the numbers to be added, subtracted, multiplied or divided, on slips of paper, as,

$$7 + 4 = ; 10 - 6 = ; 5 \times 7 = ; 20 \div 4 = .$$

On the other slips of paper write the results as,

$$11 ; 4 ; 35 ; 5 .$$

Make as many slips as there are children in the class, so that each child may take part in the game.

Again the pretty basket of papers is passed. When each pupil has a paper, one child is chosen to go to the blackboard and write whatever he finds on his slip.

Suppose it is  $5 \times 7$ . The child having the correct answer, 35, stands, goes to the blackboard and completes the statement:

$$5 \times 7 = 35 .$$

He then chooses another child to come and write what he finds on his paper. Suppose it is 4. As soon as he writes it, the child having  $10 - 6$  stands, goes to the blackboard and writes it.

$$10 - 6 = 4 .$$

Those making mistakes must take their seats.

*Addition Circle.*—The class may form a circle, or if more convenient, stand in line. The teacher standing before them, calls on each child in succession, giving a number. The child addressed must supply the number, which put with the one the teacher names, gives the desired result.

For example, if the drill is on 8, as the teacher says 5, the child called on says 3. If a child misses, or is too slow, he must stand beside the teacher. The only way he can get back into his place again is by giving the answer before the child does, whose turn it is.

Have cards, similar to "Perception Cards," with various unfinished problems printed upon them—for example:  $11 \times 12 = ?$  . or  $11 \times ? = 110$  .  $\frac{1}{3} (36) = ?$  .  $6 \div \frac{1}{2} = ?$  .

Some of these cards may be large for the purpose of holding up before the class (the teacher calling upon different pupils for the answers,) or, each child may have a small set. The latter are placed face downward on the desks. At a given signal the pupils turn over their cards. The first child called upon, reads his question and asks another child to give the answer. If the answer is correct, the child answering gets the card; if not, the owner keeps it. This game is excellent for review work.



## OPEN-AIR SCHOOL IN ENGLAND

BIRMINGHAM OPENS AN INSTITUTION THAT WILL  
EXPERIMENT UPON THE WEAKLY CHILDREN  
OF THE SLUM DISTRICTS

By ARTHUR V. BLAKEMORE

Vice-Consul at Birmingham

THE first open-air school in Birmingham was started on September 18. Thirty-one children were admitted the first day, and there are now 80 in the school. These children have been carefully selected by the medical inspector of the Birmingham education committee from the elementary schools of the city, and are children who are, from environment or perhaps heredity, too weakly to derive any real educational advantage from attendance at the ordinary elementary schools of the city.

It is reported that no expense has been spared to produce the nearest approach to perfection in this school. The buildings have been substantially and attractively constructed, and the smallest details are of the best workmanship. The main building consists of dining-rooms, bath and drill rooms, and a central clock tower. The pavilions of the classrooms number three; they are open on three sides, and are provided with folding glass shutters in order to furnish protection should it be needed in unusually severe weather. However, it is the intention to give all instruction in the open air when possible and to use the classrooms only in inclement weather.

An important part of the treatment is absolute rest for the pupils for from one and one-half to two hours daily in the day time. In pleasant weather the children will sleep in deck chairs, and in a "resting shed" in bad weather. They will be kept warm by rugs and will wear what is known as a French cape, and will thus be guarded from physical discomfort. Physical exercises will be provided for the children under the direction of the medical officer, and each child will have its own garden, the ground being laid out in plots. Three meals will be served daily, and the kitchen, a large airy room in the upper story of the main building, will be used for cookery lessons for the girls.

The school is to be kept open all the winter, and the average stay of a pupil will be from three to four months. Each child will be examined at least once a week by a test of its blood, and the hemoglobin scale, which clearly shows the amount of oxygen-carrying element in the blood, will be used. The children will travel each day to and from the school, which is situated about three miles from the center of the city, on the city tramways, special passes being issued to them. The school is for delicate and weakly children, and not for children suffering from tuberculosis, and represents an earnest and what it is hoped will prove an effective method of counteracting the deteriorating influences of slum life.

### THINGS FOR THE TEACHERS TO REMEMBER

By H. M. JOHNSON.

1. That the average child is more sensitive to praise than to blame—possibly because he gets less of it.
2. That the bad boy *may* not be so bad as he seems. The thing he does is not so sure an indication of character as it would be in a grown person. He may lie, and still not be a liar; steal, and still not be a thief; swear, and still not be profane. He may do all these things today and stop them tomorrow—if he is under the right influence at home and at school.
3. That the small boy cannot be suppressed. By nature he is an active creature. These activities may be directed into various channels, but to suppress them means disaster



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to the child. The wise teacher does not attempt it. She never says "stop that" without saying "do this."

4. That the bad boy needs your help more than does the good boy. He is very likely handicapped in the race of life both by heredity and environment—through no fault of his own, either. He needs your help to overcome this handicap.

5. That a soft answer turneth away wrath in the school-room as elsewhere. That mildness of manner, pleasantness of voice and patience are not at all incompatible with firmness.

6. That the wise mind is always open to conviction. That true dignity does not suffer by an acknowledgment of error.

7. That unreasonable parents must not make us unreasonable. We can ask much of them; we can demand but little.

8. That it is economy of labor in the schoolroom to work hard—if the work is of the right kind.





# Educational News

*Medical School Inspection.*—The following facts are gleaned from an article by Superintendent S. B. Tobey, of Wausau, in the September number of "The Crusader," the organ of the Wisconsin Anti-tuberculosis League. An epidemic of scarlet fever in 1909-10 led the board of education to establish a system of medical inspection the following (last) school year. Each morning at nine o'clock on school days a physician was present at each of the inspection centres. Children, who from absence or otherwise were suspected of having any ailment or of having been exposed to contagious diseases were examined. Cards stating the nature of the trouble were sent to parents and teachers. Two visiting nurses paid by private citizens assisted teachers and physicians in following up cases, and where the parents were unable to provide proper medical or surgical aid, it was given free at a dispensary maintained by subscription of citizens. Physicians were paid one dollar per visit to the schools, the entire cost for inspection being seven dollars per day, which was paid out of the general school fund. The results were highly satisfactory; 5902 children were examined. Twenty-three cases of scarlet fever were discovered and prevented from entering the schools; five cases of the whooping cough, fifteen cases of measles, six cases of chickenpox, thirty-three of scabies, and thirty-five of impetigo contagiosa; while 744 cases of enlarged tonsils, 170 of adenoids, forty-three defective vision, six defective hearing, and eighty-five with tonsillitis were reported to parents and advised to consult the family physician.

No cases were treated in the schools by the examining physician.

*Specialization in Normal Training.*—The New York State Education Department has inaugurated in its system of normal schools a plan of specialization in the training of teachers that may perhaps be regarded as one phase of the general movement toward specialized vocational training. The plan is to have particular emphasis laid upon training in music at Potsdam, in music and drawing at Fredonia, in agriculture at Brockport and Cortland, in library work and agriculture at Geneseo, in commercial work at Plattsburg and in industrial subjects at Buffalo.

*Corn Congress.*—Announcement is made of a corn congress to be held at the Agricultural High School at Sparks, Baltimore County, November 17 and 18. The last congress was held in April, 1910, and proved such a success that it was then decided to hold it annually. At the last congress about 1000 persons were present and the corn exhibit compared favorably with any ever held in the State. The next congress will include sessions morning, afternoon and evening for the two days, at which there will be special meetings for men, women and school children. In connection with these meetings a call has been issued for the first fall meeting of the Baltimore County Association of Boys' Corn Clubs, which are scattered through the rural schools of the county. Speakers of national reputation will address the six sessions of the congress.

*A Virginia Corn Congress.*—The first corn club school fair in Clarke

county will be held in the Courthouse at Berryville, Va., on November 11. The fair is the result of earnest work on the part of the Clarke County Teachers' Association, aided by many public-spirited men in the county, in an effort to advance both the educational and agricultural interests of this section.

*Arithmetic Tests.*—Mr. S. A. Courtis, 441 John R. Street, Detroit, Mich., is continuing his investigation of arithmetical abilities by means of the Courtis standard tests. During the past six months 18,000 copies of the tests have been disposed of, and from these returns standard scores for the different grades are being tabulated. Mr. Courtis is now interested in deter-

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mining standard yearly growths in arithmetical ability. The measurement of the actual effect produced by a year's effort in several hundred schools in different parts of the country will be a valuable contribution to experimental pedagogy. Other problems upon which light may be thrown by these tests are the comparative value of different methods of drill in arithmetic, the extent to which work in any other subject transfers to arithmetical ability and the degree to which arithmetical aptitudes are inherited. Mr. Courtis is willing to furnish copies of the standard tests at the actual cost of printing and distribution.

*Goucher Graduates.*—Somebody recently started an investigation as to what becomes of the graduates of a woman's college. Goucher was selected with the following results: The class of 1911 numbered 70, and of these nearly one-third are teaching in high schools or private schools. Miss Elizabeth French Johnson, Manassas, Va., is laboratory assistant in chemistry at Goucher. Miss Ethel Cole Bell is engaged in settlement work in Newark, N. J. Miss Florence Eddowes, of Newark, who did excellent work in biology at Goucher, and was holder of a Woods Hole scholarship, joined her father at commercial photography in New York. Miss Ethel D. Kanton, Baltimore, is a post-graduate at Johns Hopkins University. Miss Cora Beale Key, Leonardtown, Md., is studying at the Normal University in New Mexico. Miss Felicia A. Lucchetti is teaching at her home, Ponce, P. R. Miss Constance Maya-Das has returned to her home in India, where she is teaching in the Isabella Thoburn College, at Ferozepore. Miss Georgia Parry, Woodsfield, Ohio, holder of a Goucher fellowship, is studying at Johns Hopkins University. Miss Ethel Staley, Baltimore, is a student in Italian at Goucher. Detailed reports on the rest have not yet been made.

### *Catholic University of America.*—

The laying of the cornerstone of the Cardinal Gibbons Memorial Hall on October 12, and the completion of its west wing mark the addition of another notable structure to the famous institution and buildings clustered around the Catholic University of America. The Cardinal Gibbons Memorial Hall increases the number of buildings in this great centre of Catholic learning to 16, with an influence that radiates beyond the limits of the American hierarchy and is felt throughout the world in religion, science and philosophy. The Catholic University and its affiliated institutions are three miles northeast of the heart of Washington in the suburb of Brookland, in a pretty country of undulating hills, scenic beauty and bracing air. The grounds adjoin those of the United States Soldiers' Home and is in the District of Columbia. Cardinal Gibbons, always deeply interested in the strengthening of the system of Catholic education, was the leading influence in the establishment of the university, of which he has been chancellor and guiding spirit from the beginning. The university has had a steady and substantial growth and is now more prosperous than at any time in its history. Every few years has witnessed the erection of a new building in the group. The cornerstone of the first building, Caldwell Hall of Divinity, was laid in 1888, so that two years hence the university will celebrate the twenty-fifth year of its existence.

*Pittsburg's "Saturday Class."*—The School of Education of the University of Pittsburg has established a "Saturday Class" for the training of teachers now in service who desire to secure certificates under the new Pennsylvania School law.

*Plans of Teachers' Club.*—Plans for a vigorous and broader literary campaign among teachers of Baltimore during the winter months were discussed at the first meeting of the Teachers' Literary Club of Baltimore, held in Odd Fellows' Hall. A series of lectures to be delivered in the Peabody Institute in November and December was announced. The following officers were elected: President—Miss Elizabeth A. Smyth. Vice-President—Miss Estelle Gilligan. Recording Secretary—Miss Mary A. Smith. Corresponding Secretary—Miss Amanda Sappington. Treasurer—Miss Nettie Graham.

*Asks \$500,000 for Emory and Henry.*—Rev. S. B. Vaught, who recently resigned as pastor of Muncey Memorial Methodist Church at Johnson City to accept the financial agency of Emory and Henry College, at Emory, Va., has begun the task of securing an endowment of \$500,000 for that school.

*Record Retirement of Teachers.*—That there were more public school teachers retired during the last year than ever in the history of the Baltimore schools, was the statement made before the Board of Estimates several days ago by Joseph C. Hands, group principal and secretary of the Retirement Fund. The city has been appropriating \$3000 toward the fund each year, but this year, or for 1912, Mr. Hands asked the Board for \$10,000, an increase of \$7000 over last year. Mr. Hands explained that many teachers had retired voluntarily during the last year, while others had to be retired because of old age and incapacity. The large number of retirements has drained the fund, and to offer protection to other members of the Retirement Fund he thinks that \$10,000 will have to be obtained from the tax levy of 1912.



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*Gymnasium for Rockville.*—At a meeting of the trustees of the Rockville Academy it was decided to appropriate \$1500 toward providing a gymnasium for the use of the pupils.

*Baltimore and the Normal School.* Taking the stand that Baltimore receives from the State Normal School too little return from its part of the \$20,000 annually expended in its support, the School Board at a recent meeting, on the motion of Dr. James M. Delevett, passed a resolution calling for the appointment of a special committee to investigate means of co-operation between the city and State institutions. This move is intended, it is said, to lead to the final consolidation of the State and City teachers' training forces. It was pointed out by Commissioner Delevett that the city had ample training facilities for its teachers in its present institutions—the Teachers' Training School and the Colored Teachers' Training School. In view of this he regarded it, he said, as poor policy to pay in taxes over half of the \$20,000 a year expenses of the State Normal School for the three or four graduates the city gets annually from the school.

*Miss Cullen Resigns.*—Owing to ill health Miss Jennie M. Cullen, for several years a member of the Havre de Grace High School faculty, has tendered her resignation, to take effect November 15.

*Dr. Ruediger Advanced.*—Dr. W. C. Ruediger, assistant professor of educational psychology in the Teachers College of the George Washington University, has been advanced to a professorship in that institution.

*Want New Normal School.*—The alumni association of the Maryland State Normal School has instituted a campaign to have the Legislature make an appropriation for a new building and increased accommodations for the institution. The movement was pushed in 1910, but the school did not get what it sought. A committee headed by Congressman Linthicum was appointed to look into the situation and report at the coming session. A pamphlet being circulated by the association says: "The Normal School has outgrown its present quarters; its women and men have not a square foot of ground for open-air exercise; its students are dependent for homes upon whoever in the neighborhood will take them in. Within the building, attractive as faculty and State board may make courses of study, discipline and methods of teaching these students

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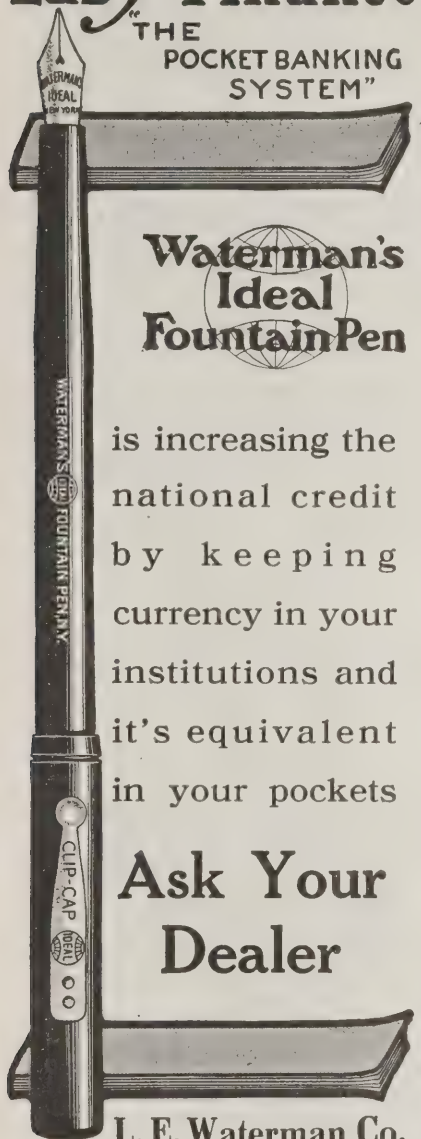
*Pennsylvanian Demands Playgrounds.*—No new school building can be erected in Pennsylvania without providing a proper playground.

*Bryn Mawr Gets \$750,000.*—A bequest of \$750,000 is made to Bryn Mawr College by Emma Carola Woerishoffer of New York City, who died at Cannonsville, N. Y., September 11, and whose will was recently admitted to probate. To the College Settlements Association of Massachusetts is left \$10,000.

*Teachers for Indian Service.*—The United States Civil Service Commission announces an examination on November 22, 1911, to secure eligibles from which to make certification to fill the vacancies mentioned below in the position of teacher in the Indian Service, and vacancies requiring similar qualifications as they may occur, unless it shall be decided in the interest of the service to fill any or all of the vacancies by reinstatement, transfer, or promotion: Fond du Lac Day School, Minnesota, \$60 per month (10 months.) Klamath Day School No. 2, Oregon, \$50 per month. Birney Day School, Tongue River Agency, Montana, \$720 per annum. Capitan Grande (Volcano), California, \$720 per annum. Quarters are usually provided for the employees and are assigned by the superintendent of the school, but at some of the schools the accommodations are limited and two or more persons must occupy one room, so that employees with families may be required to content themselves with space accordingly. Some of the day schools are not located at the headquarters of the agency, and in these quarters may be provided for the teacher. At each boarding school there is a common "mess" for all employees, the cost of which to each employee ranges, at the different schools, from \$10 to \$15 per month. It will thus be seen that while the entrance salaries for positions in the Indian School Service are somewhat less than salaries paid for like positions elsewhere, the cost of living is considerably less, so that the actual compensation is greater than that indicated by the entrance salaries attached to the positions. Both men and women will be admitted to this examination, but for the specific vacancies mentioned above, married men are desired.

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Few subjects are of greater interest to the parents of young children or to school teachers with the truly scientific spirit of their profession than the evolution of a child's mechanism of efficiency. To the psychologist, and to a less extent to the physiologist, acquaintance with the average course of this human unrolling is clearly a technical necessity. All these surely should welcome every competent new account of the first three years of human life.

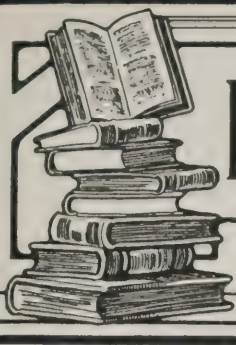
This book, as its name implies, discusses both the motor and the sensory development of an average child. It consists of careful observations of the steps in individual evolution with the addition of numerous notes and brief theoretic discussions of the observations. The chief emphasis has been put on the beginnings of voluntary movement and on the forerunning phenomena. These are considered from both the physiologic and psychologic points of view.

The affective side of child-development is more fully treated than are the purely intellectual processes, although the motor-sensory evolution of ideation as exhibited in learning to talk is as amply considered as circumstances allowed and as was expedient.

A feature of the book is a careful chronologic epitome of the observed development, perhaps more detailed than in any work since the pioneer treatise of Preyer. This is given in two tables of considerable length, one of them arranged alphabetically and the other by weeks. For purposes of reference these tables will be found of value.

Throughout the book there is continual reference to the temporal and other relationships of mental development as noted in similar accounts by Preyer, Darwin, Shinn, Moore, Major and others. These notes facilitate the use of the book for pedagogical purposes, and they also enable parents to judge more accurately of the nature of their children in comparison with the average.





# Books and Magazines

**The Social Composition of the Teaching Population.** Teachers College, Columbia University, Contributions to Education, No. 41. By Lotus Delta Coffman. 87 pp. \$1. Published by Teachers College, Columbia University.

"Teaching, like every other profession and occupation, tends to select its own type of workers. What type does it select? \* \* \* Out of a group of 100 teachers who meet all the conditions imposed by law, only 5, 10 or 20 may meet the conditions imposed by the community."

The two foregoing sentences quoted from the author's introduction to this study will give the point of departure in Mr. Coffman's investigation, which "was limited to a consideration of a few of the social and economic sources of the teaching population as determined by existing standards and conditions, and to the further consideration of a few of the interrelations within the [teaching] population. The specific problems treated are the economic level and conditions from which teachers come, their age and sex distributions, the nationality factor, and the group interrelationships of salary, position, training and experience."

Mr. Coffman believes that as a class, teachers "as yet have no professional solidarity; that since there is no craft spirit, there is no real profession of teaching, and that until they are dominated more than at present by a code of professional ethics they will remain a mere aggregation of units." He draws his conclusions from a questionnaire submitted to teachers in 22 States, the replies of 17 States being used. In Chapter II, "Group Relationships," some important facts are brought out and some interesting conclusions reached about the age of members of the teaching force, the years of service, the training beyond the elementary schools, salaries, etc., but the most important contribution in the entire investigation is to be found in Chapter III, "The Socio-Economic Background of Teachers." The author states that the usual motive that starts a teacher in her work is economic pressure; "if the professional motive comes at all, it comes late, and then it must be fostered through wise administration while teachers are in service." In the statistics pertaining to the nativity and income of the parents of teachers, the returns for the women teachers show that 14.9 per cent. are native-born, with one or both parents foreign born, and 1.1 per cent. are foreign born with foreign parents. Here a stupendous problem is set up for the training of teachers who have not become thoroughly Americanized. Mr. Coffman believes that the most significant figure brought out is that the teaching force is being recruited from large families, in which the median annual income for the parents of men teachers is \$639, and the median income for the parents of women teachers is \$813. This means that with many children to support the parents cannot give to the child or children who elect to become teachers any other preparation than the barest necessary for securing a teacher's certificate, and that the usual motive which

prompts the child to take up teaching is that of economic pressure on the home.

He suggests the question, "Are not the intellectual possessions of the race by rather unconscious selection left to a class of people who by social and economic station, as well as by training, are not eminently fitted for their transmission?"

Mr. Coffman has made a valuable contribution to education through this investigation. Leaders in education, members of school boards, teachers and intelligent laymen should read this book. The public conscience must be aroused to a campaign for higher qualifications of teachers if the youth of the country are ever to come into their rightful educational inheritance.

L. L. T.

**The Human Machine.** By Arnold Bennett. 123 pp. 75 cents net. George H. Doran Company, New York.

**Literary Taste and How to Form It.** By Arnold Bennett. 127 pp. 75 cents net. Doran.

These two little volumes are to be classed with *Mental Efficiency* and *How to Live on Twenty-four Hours a Day*, four small books on the art of living which one of the most industrious and talented of contemporary English novelists has found time to write. The most striking quality of all these essays is their sanity and restraint. Mr. Bennett offers us no royal roads or short cuts to fortune and happiness; rather it is the burden of his message that the price of inward peace and of the only kind of success worth having is rigid self-control, self-knowledge, and self-discipline. He does not hesitate to assure you time and again that his advice is world old, that this or the other bit of sound counsel may be found in Marcus Aurelius or Epictetus (both of whom he ardently admires and constantly reads). But Mr. Bennett tenders us his advice and prescriptions with such vigor, directness, and earnest sincerity, with a certain personal intimacy by which he seems to be speaking directly to us, that thousands who "can't stand preaching" will read him with interest.

The particular theme of *The Human Machine* is the necessity of understanding and controlling one's own mind; of avoiding ruinous friction in the ordinary business of life; of being philosopher enough to spare one's self the consuming waste of indulging hate and blame; of cheerfulness; of rational living—"the enthronement of reason over the rabble of primeval instincts." Whether the volume on *Literary Taste* will have much effect on the class for whom it is apparently chiefly intended is doubtful. It certainly will have small influence on the philistine, for his disease is usually chronic and hopeless, while nothing more than Mr. Arnold's own discussion is necessary to show that the seeker after literary culture as an elegant accomplishment will never really acquire literary taste or a genuine appreciation of what literature can give. But the volume will be a delight to those who love literature already, and a real help to the seeker after literary riches who already possesses some degree of enlightenment. To still others, who are sitting in darkness merely because they have not been shown the light, but who have eyes

to see, the way may be illumined through this little volume. Mr. Bennett makes it clear from the beginning that literature is not an accessory, but "the fundamental *sine qua non* of complete living." He shows that it is the expression of those who have thought most deeply and truly, who have felt most deeply and intensely. He gives sensible advice about what to read and how to read until one's taste begins to form, after which he would allow unlimited freedom to individual preference. He also furnishes some interesting and unusual lists, distinctly different from the customary hundred or two hundred "best books." The final test of one's reading lies in the principle that "literature cannot be said to have served its true purpose until it has been transplanted into the actual life of him who reads." G.

**Spelling Efficiency in Relation to Age, Grade and Sex, and the Question of Transfer.** By J. E. Wallin. viii. 91 pages. \$1.25. Warwick & York, Inc., Baltimore, Md.

Sound progress in educational procedure will never be gained through dogmatizing, but only, as we are coming to learn, through the scientific study of problems. Consequently, Dr. Wallin's *Spelling Efficiency in Relation to Age, Grade and Sex, and the Question of Transfer* is a hopeful sign of better times. We have had investigations before of the teaching of spelling, but never one in which the scientific method has been so carefully employed.

Dr. Wallin reaches a number of practical conclusions, among them being that spelling should be taught, not incidentally, but by a rational drill; that "two of the prime factors of a good spelling drill are the intense daily focalization of consciousness upon a limited number of words, and attentive follow-up drills or reviews, which should be continued until a state of relative automatism has ensued," and that stress should be laid on teaching rather than on correcting.

He finds also that, as we expected, there is no universal spelling efficiency; hence such words as probably will be used should be taught.

The monograph should be widely read by progressive teachers, not only for the practical conclusions presented, but also for an understanding of the methods that is becoming every day of more use and importance in education.

THOMAS H. BRIGGS.

New York.

**Cambridge Historical Readers.** Edited by G. F. Bosworth. 5 Vols. *Introductory*, 155 pp., 40 cents net; *Primary*, 241 pp., 40 cents net; *Junior*, 284 pp. 60 cents net; *Intermediate*, 266 pp., 60 cents net; *Senior*, 294 pp., 75 cents net. Cambridge University Press, London. (G. P. Putnam's Sons, New York.)

There is no preface or other statement showing the exact purpose of these volumes, but they are evidently a series intended for use in English schools. The *Introductory* volume includes Greek and Roman stories, many of them the familiar classical legends, printed in large type and suitable, for very



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young children—about the third or fourth grade of American schools. The other four volumes each contains a collection of stories of English history of gradually increasing maturity. The books are attractively printed and bound, well illustrated, including a handsome colored frontispiece to each volume, and the stories are accurate, interesting, well selected, usually adapted to the interests of children, and free from unfairness or prejudice in dealing with other nations. There is no series for American schools at all corresponding to this and several others of similar character in use in the English schools.

While the series was, of course, prepared with reference to the needs of British schools, some of the volumes could be used to very good advantage in our own. Elementary schools which include English history stories in their curriculum might find it hard to obtain better texts than these written by English teachers for English boys and girls.

#### Social Reform and the Constitution.

By Frank J. Goodnow. 365 pp. \$1.50 net. The Macmillan Co., New York.

One of the subjects of keenest interest in the minds of thoughtful citizens of the United States at present is the relation of the courts to what is commonly spoken of as progressive legislation. Ex-President Roosevelt, it will be recalled, has been the center of some very lively controversies because of his alleged "attacks on the courts." This problem is one peculiar to the United States. In England, for instance, the action of Parliament is never questioned by the courts, while in the United States both State and Federal judges constantly assume the right to pass upon the constitutionality of statutes. The inevitable result is that in many cases where statutes in the interest of social reform are secured after a long legislative fight the whole victory is brought to naught by judicial decisions based on constitutional grounds.

The widespread interest in this problem is indicated by the recent publication of numerous periodical articles and several books dealing with the subject. Among the most important of the latter is the volume of Professor Goodnow, who is one of our foremost authorities on public law. He has undertaken a definite task, "to ascertain, from an examination of the decisions of our courts, and particularly those of the United States Supreme Court, to what extent the Constitution of the United States in its present form is a bar to the adoption of the most important social reform measures which have been made parts of the reform program of the most progressive peoples of the present day." This of course necessarily involves the discussion of political reform as well. The author has consistently refrained from passing judgment upon the measures under discussion, contenting himself with setting forth accurately and impartially the constitutional law upon these vital social and political problems. He points out in the beginning that our constitutional and legal systems rest on principles that were regarded as "axiomatic and permanently enduring" in the latter part of the eighteenth century, which principles were themselves based on a static conception of society. But the industrial revolution, the rise of the factory system, the progressive division of labor, the immensely improved transportation facilities, have brought about enormous and far-reaching changes in economic, industrial, and political conditions, giving rise to new and difficult problems of which the fathers

of the republic could not have dreamed. Professor Goodnow, after stating the demands of the day for social reform, particularly as they involve problems of Government ownership, Government regulation, or Government aid, discusses in detail these various problems in their relations to constitutional law. He has done his work in a thorough and scholarly manner, producing a book that is important to all who are keenly interested in public affairs. G.

**Statesmen of the Old South.** By William E. Dodd. 242 pp. \$1.50 net. The Macmillan Co., New York.

This very interesting volume is the work of a Southerner, now professor of history in the University of Chicago. It is devoted to short biographies of Jefferson, Calhoun, and Davis. The narrative is sympathetic but in no sense partisan; the statement of the publishers that the book is written from the Southern viewpoint is hardly justified. The author draws living men, and makes us see them as they looked to their own States and sections, but he is always fair, moderate, and impartial. Despite the brevity of the sketches Professor Dodd has managed not only to paint vivid portraits, but to throw a great deal of light on the course of national politics prior to the Civil War for those who are not already intimately acquainted with the period. It is just the sort of historical work that can be easily and profitably used in high-school libraries, or by the busy teacher of elementary grades.

The latest addition to the "Riverside Literature Series" is Bayard Taylor's translation of Goethe's **Faust**, Part First (368 pp., 75 cents, Houghton Mifflin Co.). The notes are elaborate, covering a hundred and fifty pages.

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**The Teaching of Geometry**, by David Eugene Smith (pp. 339-iv, Ginn & Co.), is a new publication of much interest to the live teacher of geometry. While not devoted to any particular method of presentation, it sets before the teacher a number of methods which have succeeded in the hands of good teachers, and touches on their advantages and defects, leaving the reader to choose what he can use to the best advantage. A characteristic statement is that because a particular method has succeeded in the hands of a good teacher is no argument that the method is good, because the good teacher may succeed in spite of the method. Also a quotation from the Japanese, "To have learned that there is no way to be learned and practiced is really to have learned the way of the gods." In the first chapter the "questions now at issue" in America are brought before the reader in a concise form. This is followed by a consideration of the reasons for studying geometry, a brief history of geometry, especially in its bearings on the development of the teaching of geometry, and a brief biographical sketch of the great teacher Euclid.

A utopian textbook in geometry is described and the relation of geometry to kindred subjects is dwelt upon at length.

The last twelve of the twenty-one chapters consider in detail the axioms, postulates, definitions and exercises of geometry and the leading propositions of each book. As a whole, the text should be studied rather than read, and one feels amply repaid for the time spent upon it. Dr. Smith is head of the department of mathematics in Teachers' College, Columbia University, and is one of our foremost authorities on the teaching of mathematics. His present volume is without exception the most valuable discussion yet published on the teaching of elementary geometry. H. A. C.

**The Revolutionary War and the Military Policy of the United States.** 350 pp. By General Francis Vinton Greene. \$2.50 net. Charles Scribner's Sons, New York.

General Greene, already favorably known as a military historian, has planned a series of three or four volumes to relate the essential facts in our military history and discuss the military policy of the United States. The present volume is the first of this series. It may be said at once that Part II, devoted to the military policy of the United States, is the subordinate part of the book, occupying only 50 pages in all. The remainder of the volume tells the story of the war for independence, and General Greene has done his work in a scholarly, critical and readable manner, basing his statements mainly on original documents. He is thus able to speak at once as a competent historian and as a professional soldier.

His analysis of the several campaigns and usually clear descriptions of the battles are most interesting and suggestive. He is convinced that it was a mistaken policy for the British to expend so much effort in attempts to hold supposedly important points and reduce particular areas of rebellious territory to obedience, or even to hold such important strategic lines as that of the Hudson; their true objective was Washington's army, which it was of the first importance to capture or destroy. Of course, the weakness and incapacity of Lord George Germain, the minister in charge of the war, and the ex-

traordinary slowness shown at critical times by capable British generals like Howe and Cornwallis, are the subject of comment. The interesting suggestion is advanced that Howe permanently lost his nerve as a result of Bunker Hill, but no reference is made to the much discussed charges of Whig sympathies, of which so much was heard at the time.

General Greene is strong in his admiration for Washington as a general, regarding his offensive operations, such as those against Trenton and Yorktown, as truly Napoleonic. The Yorktown campaign he compares to Napoleon's famous campaign of 1805, when he left the camp he had formed at Boulogne for the invasion of England and marched for the Danube, receiving the capitulation of Ulm in less than three months; Washington's movements, which covered the same distance and occupied less time, may justly be compared "in boldness of conception and celerity of execution" with Napoleon's. In fact, General Greene makes it very plain that the traditional view of Washington's personality, so common until a few years ago (thanks to the efforts of Gilbert Stuart, Jared Sparks, and Parson Weems of Cherry Tree fame), is utterly distorted. He knew well enough how to play the wary Fabian game, but with all his patience and dignity he was "a man of passionate vigor, intense energy and affectionate sympathy," with "very warm blood in his veins." When occasion demanded, he showed the audacity and determination of a Lee or Grant, and the celerity of Jackson in striking a blow.

An abundance of good maps and battle plans are vital to a military history, and in this respect General Greene has been most fortunate. The most accurate and beautiful plans yet made for Revolutionary battles are those in Volumes V and VI of Avery's *History of the United States*, which were prepared from the topographical maps of the United States Geological Survey and official reports of commanding generals. The author's friendship with Mr. Charles W. Burrows, publisher of the Avery history, who was his classmate at West Point, secured for him the valuable privilege of reproducing the entire series.

With its accurate, critical, and interesting narrative and remarkable series of maps and plans, General Greene's book is now decidedly the best volume we have on the military side of the Revolution, either for the general reader or for use in schools, though Carrington's standard work may well be used as a supplement. J. M. G.

**Old World Hero Stories.** By Eva March Tappan. 233 pp. Illustrated. 70 cents. Houghton, Mifflin Company, Boston.

Miss Tappan brought out a book called *European Hero Stories* in 1909. In this new volume, *Old World Hero Stories*, Part II, contains all the stories found in the *European Hero Stories*, and new Part I has been prefixed, containing stories of Greece and Rome. The plan, briefly stated, is to cover ancient hero life in Eastern Europe in Part I, and heroes of Western European civilization in Part II. All of Miss Tappan's books are attractively made and illustrated. Indeed, the author has done better work in using illustrations that help to orient the pupils of the grades in the Old World civilizations than any recent writer of children's books. The maps, on the contrary, are not good, and the teacher who handles this text in the classroom will wish for more maps, and for better and clearer ones. A volume of this character should contain clear maps without much detail, because too much map detail for children is more puzzling than helpful.

Sixty-one stories are told, beginning with Homer and ending with Napoleon; all are biographical except three, and those are

devoted to life in a feudal castle. The treatment suggests that the book is intended for use in the sixth or seventh grade. Miss Tappan, who is an experienced high school teacher, understands the historical material with which she deals. It is safe to predict that the book will have a wide sale for use in school libraries and for supplementary history texts in the grammar grades.

L. L. T.

**Our Country and Its People.** By Prof. Will S. Monroe and Miss Anna Buckbee. 125 pp. 40 cents. Harper & Bros.

The aim of this volume is to introduce the child to the study of geography from a book that is written to make the right connection between the oral study of the third grade and the ordinary study of the textbook in the fourth year. The topics treated are: "Introduction to the Geography of Our

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The authors state that the book can be used in three ways: (1) As a substitute for the first textbook in geography; (2) as a geographical reader to supplement the more condensed treatment that primary geographies give of the United States; (3) to help those teachers who continue to present geography by means of oral instruction throughout the fourth school year. The book is written in simple language and in a style that ought to interest children. Both of the authors have had wide experience in subject-matter and in the training of teachers, and, therefore, have been in close touch with children.

**A Short History of the United States Navy.** By George R. Clark and others. 505 pp. \$3 net. J. B. Lippincott Company, Philadelphia.

This volume is the work of four instructors in the United States Naval Academy, and was prepared with the primary purpose of providing a suitable text for the use of students in that institution. The authors set themselves two principal objects: To present a narrative of exactly what happened, "without personal, sectional, or national prejudice," and to treat the various naval events with which they must deal "from the professional rather than the picturesque" point of view. The first aim is of course one which should characterize any work of history, whether written for study or for popular reading, and fortunately the authors have lived up to their promise and told the story not only accurately, but in excellent temper. It might be expected from the statement of the second aim that the book would not be suitable for general reading, but such is not the fact. The narrative is clear and vivid, contains no intricate and difficult technicalities, and is in itself sufficiently interesting without any special effort on the part of the authors to be "picturesque." In their attempt to "emphasize the maneuvering and gunnery in action rather than the smoke and blood" they have made the narrative all the better for general reading or for reference and reading in schools. An interesting feature is the numerous quotations from official sources, principally the reports of officers, which the authors rightly regard as of special interest and importance—perhaps prejudiced, but straightforward and "sportsmanlike." The reports both of American officers and of their foes are quoted. There are twenty-two full-page pictures of naval officers, ships, and cannon, and a number of maps, plans, and diagrams. Six pages of bibliography and an adequate index conclude the volume.

**Scouting for Light Horse Harry.** By John Preston True. 334 pp. \$1.50. Little, Brown & Co., Boston.

This story of the Revolution is very much above the average quality of juvenile fiction. The author has studied his history carefully, seldom making a slip, and he has drawn a lifelike picture of the times of which he writes. Best of all, he has created real men and boys in the case of both historical and fictitious characters; they impress the reader vividly with their own reality, and live afterward in his memory. The plot is somewhat rambling and lacking in unity, but the incidents are interesting enough to atone for this defect. It is a story far above the quality of inane stuff of the Henty and Alger type.

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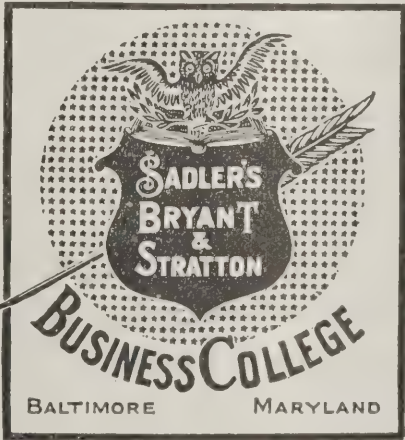
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## A TRIP IN THE ALPS

STUDY IN EUROPEAN GEOGRAPHY FOR USE IN THE HIGHER GRAMMAR GRADES

By MARY J. WATSON

Towson, Md., High School

EARLY one afternoon we set out from Interlaken to Grindelwald on a coaching trip. The way at first lay through a beautiful valley shut in by great highlands. As the road wound in and out through the highlands, glimpses were caught of the lofty snow-capped mountains in the distance, and we thought more of what lay before us than of the valley itself.

An incident occurred in the valley which interested us, and illustrated the readiness of the Swiss, and indeed of all Europeans, to take advantage of the tourist. Some children running along by the side of the coach pled by gesture that we buy the mountain posies that they held in their hands. As they could not talk with us, some pfennigs were offered them in exchange for the flowers, but they refused to sell; more were offered, but they still refused to sell. Rather than sell below an exorbitant price that they evidently had set, they kept their posies.

Gradually the roadway wound upward, and the slopes of the plateau became so steep that it was quite all the plucky horses could do to reach the top. But the horses are well trained, and the roads are excellent. The Swiss spend much time and money in the construction of good roads. It has been said that they, through their roads, turn the silver of their mountains into five-franc pieces, and the golden glow of their sunrises and sunsets into napoleons.

Having reached more level ground, we alighted in front of a chalet by the wayside, where an aggressive Swiss sought to sell us hand-made lace and wood carvings. We were shown a chamois in a pen in the rear of the chalet, one of the few of his kind that are left on Alpine heights.

Continuing our journey, we found the slopes of the plateau less steep and the chalets of the peasants less scattered. Soon the chalets gave place to more pretentious buildings, and we knew that we were nearing our destination.

Grindelwald at last! From Interlaken all the way, Jungfrau lures onward and upward to this most charmingly-located resort. But Jungfrau is still in the distance. Eiger, Wetterhorn and Scheckhorn shut the town in on the south, and lift their snowy peaks to an altitude of 13,000 feet. Down the valleys between these giant mountains creep two glaciers, the larger of which is the chief attraction of Grindelwald.



Upon arrival at Grindelwald our first thought was of the glacier. Could it be seen from the town? We scanned the surrounding mountains. Great fields of snow were spread out on their lofty peaks, but in the valley between two of the mountains a winding, snowy way appeared. Down, down, the eye followed that "way" to its lowermost level. Blue-green ice was seen, apparently of great thickness. The glacier! the glacier! we exclaimed.

The thrill of a first glimpse past, the desire to know more of that stream of ice became imperative. We hurried forward, but ominous-looking clouds lowered, and we were forced to retrace our steps. From one, more fortunate than ourselves, we learned of the icy breath of the glacier, and of the ice-cave, or beautiful blue grotto, through which the tourists may pass. The grotto is 200 feet long, and is cut through the ice at the end of the glacier. It is a great natural refrigerator with walls of crystal.

### GRINDELWALD, A TYPICAL ALPINE GLACIER.

#### *Slopes—*

The lower slope of the glacier extends from 4000 feet to 6000 feet above sea level. The surface is comparatively level and free from crevasses, owing to the compression of the ice by the narrowing of the valley in this part of the glacier's course.

The middle slope extends from 6000 feet to 8000 feet upward. The slope is gradual, the inclination being from two and one-half degrees to six degrees, but full of perils for the climber. Here are found great crevasses cut to the depth of nearly 1000 feet. These crevasses are cracks in the outer edge of the ice, produced by the passing of the glacier around a bend in its course, or great breaks in the central mass, due to the strain arising from the retarding of the sides through contact with the rocky walls of the valley. In this part of the glacier are also found cylindrical wells, or moulins. These moulins are the result of the melting of the surface ice in summer. The water flows over the walls of the crevasses or other fissures in the ice forming precipices. The ice around these precipices, through friction, melts rapidly and produces these great wells, extending downward many hundred feet.

The uppermost slope of the glacier is above the glacial



snow-line, or beyond the altitude of 8000 feet. The snow-line is a fact as definite on the surface of a glacier as on that of a mountain.

*Source—*

The mountain snow-line of the Alps is about 8500 feet, and above it on the lofty peaks that overlook Grindelwald the snow never disappears. Some of it, however, is blown off the peaks and slides down to the head of the glacial valley below, where it accumulates until it is hundreds of feet deep. This is the region where the glacier forms, and is called in French *névé*, and in German *firn*. Here in summer part of the snow melts by day and freezes again by night, thereby forming a mass half snow and half ice, from which the region derives its names. The pressure of the upper layers upon those below changes them from *névé* to clear, solid ice. This great mass of snow, *névé*, and ice above the snow-line of the glacier is the supply reservoir of the glacier proper.

*Motion—*

The forces producing glacial motion are very complex. It is generally conceded that the principal forces at work are gravity, heat and expansion in freezing. When the great pile of snow and ice at the head of the Grindelwald glacier became deep enough, ranging upward of 1000 feet, under the pressure of its own weight it began to spread out, for glacial ice is composed of rounded grains which may slide or roll over one another like pebbles in a pile. Hemmed in by the mountain slopes, it could not spread out laterally, gravity opposed movement up the valley; consequently, the glacial stream moved downward. Once in motion, gravity ever continued to attract the glacial stream to lower levels. Heat and expansion did the rest.

The heat of summer causes the glacier to melt at the surface; and all the year through the heat, due to the compression of the ice in passing through contracted parts of the valley, causes the glacier to melt slightly. The expansion, due to the freezing of the water thus formed, helps push the glacier down the valley.

Alpine glaciers seldom move more than two feet a day, or more than from 250 to 500 feet a year, which is about as fast as the point of the hour hand of a watch travels. Their velocity varies with the slope of the valley and the season. Glaciers also vary in length. The longest of the Alpine glaciers, the Aletsch Glacier, measures 15 miles from end to end.

*Moraines—*

Moraines are of three classes—terminal, medial and marginal.

The snow-slides, or avalanches, which descend upon the glacier from the steep slopes of the mountain bring down rock and earth, which is piled near the margin. This debris forms the marginal moraine. When a small ice stream joins the main glacier, the adjacent marginal moraines unite and form medial moraines. The whole mass of rock and earth carried by a glacier on its surface and in its substance or dragged along at its bottom is deposited at its end in a confused heap. This great heap is known as a terminal moraine, and contains boulders of all shapes and sizes. Every terminal moraine contains thousands of rocks and pebbles which have one or more surfaces glaciated. The glacial scratches vary from the finest hair lines to grooves a foot or two deep.

*Glacial Torrent—*

Not the least attractive feature of the glacier is the glacial torrent which emerges from a great tunnel, or ice-cave, at its lower end. The water issuing from the cave is usually whitened by what is known as "rock-flour," ground beneath the glacier in its passage down the valley.

Such a stream hurries through the valley on the way from Grindelwald to Interlaken, and loses itself in the lake beyond. Ever tumbling to lower levels, the stream reaches the valley a seething torrent, grayish in color except where it swirls around or dashes over the rocks in its channel. As the bridges which span it are crossed, one shivers in the piercing chill of the air over its waters, and realizes how frigid the breath of the glacier itself must be.

## THE BROKEN FLOWER POT

AN ADAPTATION OF AN INCIDENT RELATED IN LORD LYTTON'S NOVEL ENTITLED  
"THE CAXTONS"

By THEDA GILDEMEISTER

Winona, (Minn.,) State Normal School

LORD LYTTON'S story of the broken flower-pot in *THE CAXTONS* is one of the finest examples of both good and poor discipline to be found in all literature. No parent or teacher could come from its reading without better ideals, and without feeling truly that "good wishes never mend bad actions," that only "good actions mend bad actions."

My father, Mr. Caxton, was seated on the lawn before the house, his straw hat over his eyes (it was summer) and his book on his lap. Suddenly a beautiful delft blue-and-white flower-pot, which had been set on the window-sill of an upper story, fell to the ground with a crash, and the fragments spluttered up round my father's legs.

But, totally absorbed in his book, my father continued to read. "Dear, dear!" cried my mother, who was at

work in the porch; "my poor flower-pot, that I prized so much! Who could have done this? Primmins, Primmins!"

Mrs. Primmins popped her head out of the window, nodded to the summons, and came down in a trice, pale and breathless. "Oh!" said my mother mournfully, "I would rather have lost all the plants in the greenhouse in the great blight last May—I would rather anything else were broken. The poor geranium I reared myself, and the dear, dear flower-pot which Mr. Caxton bought for me my last birthday! That naughty child must have done this!"

Mrs. Primmins was dreadfully afraid of my father; why, I know not, except that very talkative, social persons are usually afraid of very silent, shy ones. She cast a hasty glance at her master, who was beginning to evince

\*An adaptation taken from the Book of Tales.



signs of attention, and cried promptly, "No, ma'am, it was not the dear boy; it was I!"

"You? How could you be so careless? And you knew how I prized them both! O Primmins!"

Primmins began to sob. "Don't tell fibs, nurse," said a small, shrill voice, and Master Sisty, coming out of the house as bold as brass, continued rapidly, "Don't scold Primmins, mamma; it was I who pushed out the flower-pot."

"Hush!" said nurse, more frightened than ever, and looking aghast toward my father, who had very deliberately taken off his hat, and was regarding the scene with serious eyes, wide awake.

"Hush!—And if he did break it, ma'am, it was quite an accident; he was standing so, and he never meant it.—Did you, Master Sisty? Speak" (this in a whisper), "or pa will be so angry!"

"Well," said my mother, "I suppose it was an accident; take care in future, my child. You are sorry, I see, to have grieved me. There's a kiss; don't fret."

"No, mamma, you must not kiss me; I don't deserve it. I pushed out the flower-pot on purpose."

"Ha! and why?" said my father, walking up. Mrs. Primmins trembled like a leaf.

"For fun," said I, hanging my head; "just to see how you'd look, papa; and that's the truth of it. Now beat me, do beat me!"

My father threw his book 50 yards off, stooped down, and caught me to his breast. "Boy," he said, "you have done wrong; you shall repair it by remembering all your life that your father blessed God for giving him a son who spoke truth in spite of fear. Oh, Mrs. Primmins, the next fable of this kind you try to teach him parts us for ever!"

Not long after that event Mr. Squills, who often made me little presents, gave me one far exceeding in value those usually bestowed on children; it was a beautiful large domino-box in cut ivory, painted and gilt. This domino-box was my delight. I was never weary of playing at dominoes with Mrs. Primmins, and I slept with the box under my pillow.

"Ah!" said my father one day, when he found me ranging the ivory pieces in the parlor—"ah! you like that better than all your playthings, eh?"

"Oh, yes, papa!"

"You would be very sorry if your mamma were to throw that box out of the window and break it for fun."

I looked beseechingly at my father, and made no answer.

"But perhaps you would be very glad," he resumed, "if suddenly one of those good fairies you read of could change the domino-box into a beautiful geranium in a lovely blue-and-white flower-pot, and you could have the pleasure of putting it on your mamma's window-sill."

"Indeed I would," said I, half crying.

"My dear boy, I believe you," but good wishes don't mend bad actions; good actions mend bad actions." So saying, he shut the door and went out. I cannot tell you how puzzled I was to make out what my father meant by his aphorism. But I know that I played at dominoes no more that day.

The next morning my father found me seated by myself under a tree in the garden. He paused and looked at me with his grave bright eyes very steadily. "My boy," said he, "I am going to walk to Fairworth; will you come? And, by the by, bring your domino-box; I should like to show it to a person there." I ran in for the box, and, not a little proud of walking with my father on the high-road, we set out.

"Papa," said I by the way, "there are no fairies now."

"What then, my child?"

"Why, how, then, can my domino-box be changed into a geranium and a blue-and-white flower-pot?"

"My dear," said my father, leaning his hand on my shoulder, "everybody who is in earnest to be good carries two fairies about with him—one here," and he touched my forehead, "and one here," and he touched my heart.

"I don't understand, papa."

"I can wait till you do, Sisty."

My father stopped at a nurseryman's, and, after looking over the flowers, paused before a large double geranium. "Ah, this is finer than that which your mamma was so fond of. What is the price of this, sir?"

"Only seven and sixpence," said the gardener. My father buttoned up his pocket.

"I can't afford it today," said he gently, and we walked out.

On entering the town we stopped again at a chinaware-house. "Have you a flower-pot like that I bought some months ago? Ah, here is one, marked three and sixpence. Yes, that is the price. Well, when your mamma's birthday comes again, we must buy her another. That is some months to wait, and we can wait, my boy, for truth that blooms all the year round is better than a poor geranium, and a word that is never broken is better than a piece of delft." My head, which had been drooping before, rose again, but the rush of joy at my heart almost stifled me.

"I have called to pay your little bill," said my father, entering the shop of one of those fancy stationers common in country towns, and who sell all kinds of pretty toys and knick-knacks. "And, by the way," he added, as the smiling shopman looked over his books for the amount, "I think my little boy here can show you a much handsomer specimen of French workmanship than that work-box which Mrs. Caxton raffled for last winter. Show your domino-box, my dear."

I produced my treasure, and the shopman was liberal in his commendations.

"It is always well, my boy, to know what a thing is worth, in case one wishes to part with it. If my son gets tired of his plaything, what will you give him for it?"

"Why, sir," said the shopman, "I fear we could not afford to give more than 18 shillings for it, unless the young gentleman took some of those pretty things in exchange."

"Eighteen shillings!" said my father; "you would give that? Well, my boy, whenever you do grow tired of your box, you have my leave to sell it."

My father paid his bill and went out. I lingered behind a few moments and joined him at the end of the street.

"Papa, papa!" I cried, clapping my hands, "we can buy the geranium; we can buy the flower-pot." And I pulled a handful of silver from my pocket.

"Did I not say right?" said my father. "You have found the two fairies!"

Ah! how proud, how overjoyed I was when, after placing vase and flower on the window-sill, I plucked my mother by the gown and made her follow me to the spot!

"It is his doing and his money," said my father. "Good actions have mended the bad."

"What!" cried my mother, when she had learned all; "and your poor domino-box that you were so fond of! We will return tomorrow and buy it back, if it costs us double."

"Shall we buy it back, Sisty?" asked my father.

"Oh, no, no, no! it would spoil all," I cried, burying my face on my father's breast.





The Perry Picture Co. Ferruzzi.  
MADONNA AND CHILD.

# Festival of Returning LIGHT AND LIFE

PRACTICAL SUGGESTIONS FOR CHRISTMAS CELEBRATIONS  
IN SCHOOL AND HOME

By PETER W. DYKEMA

Director of Music and Festivals, Ethical Culture School, New York City

NO festival of the year is so rich with possibilities as is Christmas. Since the festival idea springs from excess of emotion

of action. It is natural that this season of the year should have had not only for these early races, but, in fact, for all people during all time, a peculiar significance. One can imagine the dread that would seize even us in this day if toward the end of December our days should not begin to lengthen, but should, instead, continue to become shorter day after day.

which demands expression, and since at no time in the year is the heart filled so much with joy as during these wonderful days, it is natural that the people of all times and countries should have made this season one of rejoicing. It is because this celebration has been such a general one, and there is consequently such a wealth of material, that it frequently becomes difficult to decide just what one will do at Christmas in providing a suitable entertainment. Not only is the wealth of material an obstacle, but the various types of material available have so intertwined and so influenced each other that it is oftentimes difficult to separate them—first of all in one's own mind, and secondly in arranging the material for the use of the performers. It will probably, therefore, be most helpful in this article to divide our discussion into three parts: First, a statement of the various conceptions which underlie Christmas; secondly, a statement of the manner in which these various conceptions have worked out into festivals at different times and in different countries; and thirdly, examples of characteristic festivals which may be used today. Following out the method used in treating *The Festival of the Fruitful Year* (ATLANTIC EDUCATIONAL JOURNAL, October, 1911), no attempt will be made to give a logical or complete statement of the rise and development of this holiday. Assuming that the teacher knows this material, or can easily become acquainted with it in the many available books, the chief aim is to present specific suggestions of what has been and what can be done in school, home and other institutions.

## I.

THE CONCEPTIONS WHICH UNDERLIE THE FESTIVAL OF  
RETURNING LIFE AND LIGHT.

### A. *The Basis in Nature.*

We are all of us familiar with the fact that a celebration of some kind at the season of the winter solstice, when the days, which since the summer have been steadily growing shorter, now take a turn and begin to lengthen, thus bringing back more light and consequently more life to the dark world, has been a usual one with practically all peoples on our half of the globe. We have, of course, records of the Greeks, the Romans, several branches of the Teutons, from the warriors in Germany to the Druids in England, and other peoples who had interesting manifestations which antedate the Christian Christmas. In all of these celebrations we may be reasonably certain that the dominant note was one of rejoicing, of renewed courage and belief that life again was opening up new possibilities, and that the earth would yield, as usual in the spring and the following harvest, its usual bounty of food. It is difficult for us in these days of artificial light, possibly, to realize the significance of the natural phenomenon of the slowly lengthening day as it appealed to the ignorant, superstitious man of the dim primitive ages, when the shortness of daylight meant an actual shortness of hours

### B. *The Christian Conception.*

Whether or not the birthday of Jesus fell on December 25 is a matter which need not concern us at present. Suffice it to say that, with the seizing upon this date—and probably from other instances we may rightly conclude that the astute Christian Fathers who did this had consciously in mind the blending of the old pagan festival with the newer Christian idea—the Christian religion accomplished a most significant act, for it laid the foundations of a celebration which in the breadth and depth of its observance comes more nearly being a world festival than any other one celebration that has been handed down to us. It is not necessary for us in this paper to discuss the numerous beautiful elements which are combined in this Christian holiday. However simple it may have been in its original celebration, it now is a most composite affair. Innumerable uses have been made of the varying contrasts which its many elements present. Consider a few of them: There are the contrasts of dramatis personae—the angelic hosts; the shepherds; the Wise Men; the Holy Family; ordinary mortals and children; and we may even include, for as such they appear in plays old and modern, many animals who are allowed to speak. The contrasts in scene show the stable of the inn; the fields of shepherds, the wide expanse of the distant countries from which the Wise Men came, and the heavens themselves, where not only the stars, but the angels sang together. There are the contrasts in time which a long history has enabled us to utilize, so that we may set beside each other those far-away days in Judea; the splendid celebrations in Rome; the first crude intimations of the new religion among the barbarians of the North; the measured chants in the monks' cloisters; the adoration of kings and princes through a long period of many royal lines; the naive celebrations of peasants and city folk in France, Germany, Italy, and especially England, and so on to the varying developments which our new country in its manifold aspects has brought forth. The contrasts of the rare collection of symbols which have been gradually amassed as the Christian religion assimilated into itself elements of the many religions and customs which it superseded include the star; the precious gifts of gold, frankincense, and myrrh; the candles; the tree with its various decorations; the holly and mistletoe; the plum pudding and mince pie; the Yule log; the boar's head; the wassail bowl and others.

All of us are familiar with these things, and all of us may well rejoice over this large heritage, which even today is being added to as new types of Christmas cards and decorations appear from year to year. But valuable as these many elements are, we must confess that most of them could be relinquished and we should still have that one element which is the most valuable contribution which Christianity has made to this holiday, namely, the glorification of the Child Jesus. Christmas is essentially chil-



dren's day, and for this precious consecration the whole world is a debtor to this powerful Christian conception.

*C. Some Derived Conceptions, Especially Christmas As a Day of Rejoicing.*

It is natural that with such a large family of symbols and images to care for the Christian religion could hardly prevent a few of them growing up independently until they attained enough strength to strike off quite by themselves as independent conceptions.

We have, therefore, many celebrations which undoubtedly are derived from the Christian accumulations, but which have lost any religious flavor. This is characteristic of the so-called old English celebrations, in which the keynote is whole-heartedness, jollity and feasting. It is easy to see how these arose and acquired the dignity of an independent celebration. We may even find, by delving into their historical origin, some Christian relationships, but it is certainly straining a point to make one's self believe that when the plum pudding and mince pie were brought in, the feasters, through the fragrance and inviting appearance of these delicious concoctions of many elements, were supposed to recall the richness and variety of the gifts of the Wise Men, as some historians tell us was actually the case. So the child, the servants and the masters who gathered about the strolling players as they presented some version of the Saint George's play, if they had been historians, might have seen in this conflict between the Knight and the Dragon the conflict between light and darkness; between good and evil, which the Church would interpret to mean the victories over the wickedness of the world which had been accomplished by the advent of Jesus. Latterly, we have made great use of these derived conceptions, especially in circles in which the aim was not to involve religious prejudices or suggestions of contention. In so doing we have frequently lost sight entirely of any religious

significance of the day. An excellent example, however, of the proper use of this sort of material is Dickens' *Christmas Carol*, in which the author has, without involving sectarian conceptions, most excellently portrayed many, if not most, of the underlying conceptions of the day.

*D. General or Entirely Independent Ideas.*

It is but natural that as a logical result of the movement indicated in the preceding heading there should have evolved a type of material that even remotely has no connection with the Christmas spirit. This is typified by the traditional Christmas *pantomime*, which was merely an extremely elaborate entertainment provided at this season of the year, because then people had a little more leisure and a little more readiness to spend money than at any other time. So we have seen dramatizations of *Cinderella*, of *Humpty Dumpty* and of many other fairy tales. All the theaters, opera-houses and concert

halls have extra programs during the Christmas season because of the increased patronage which this time brings. This same element creeps into many kinds of private celebrations, and we find on school programs dramatizations of stories, such as the *Cricket on the Hearth*; legends from the various folklores of the world, such as the Norse Mythology—in which a possible connection may be found in the statement that the Tree of Life, Ygdrasil, is the parent of our Christmas tree—and the many pantomimes, such as *Ali Baba and the Forty Thieves*, *Little Snow White*, etc. Practically the only criterion for judging of the appropriateness of this type of material is novelty, elaborateness and splendor.

*E. The Eclectic or Combined Process.*

It is characteristic of the liberalizing tendency in religious thought that not only does it continue the deriving process



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MOTHER AND CHILD.

Bodenhausen.



noted in the two preceding headings, but that it turns square about and endeavors to stem the tide in some respects. We find, therefore, a group of men and women who feel that there is a tendency to rob the celebrations of our great spiritual days of all deep significance, so that the Fourth of July, for instance, becomes merely a carnival of noise; Decoration Day, merely a special time for baseball contests; Thanksgiving Day, the struggle on the gridiron and the feasting over the turkey, and Christmas Day, the calculating of gifts. Much of this tendency may be a covert commercial influence, but probably more of it is the wave which tends to overflow every tendency toward spirituality in any of our large celebrations. Consequently, this group feel it is necessary for us to stem this tide by studying the many elements which are present in any celebration, to rescue those large and universal conceptions which will appeal to all thinking men and women and to endeavor to spread the feeling for a more general consideration of these. Taking Christmas as a typical festival, they say that the unique contribution on the spiritual side which this day has to give is the exultation of the child—the child, not as a plaything, a source of amusement merely, but as a spiritual being with wonderful possibilities. With this thought in mind, a festival might be constructed with some titles such as “Every Child,” thus completing the trilogy, “Every Man, Every Woman, Every Child.” In such a modern morality play might be shown the power of the child to rejuvenate and inspire to higher living the adults with whom he comes in contact. The child would exert this force not through the usual power of an exceptionally endowed being, but because of the love and devotion which its present helplessness and future possibilities call forth even in the roughest and the most hardened of men. The note that would be sounded would be that Christmas time is the season for considering the ever-recurring influence of the child in developing history; not the influence of a peculiar Divine Child, but of Every Child. There is as yet very little material bearing definitely on this, although there is scattered through many folk stories much that is suggestive. Bret Harte in his story, *The Luck of Roaring Camp*, has in a rough setting worked out this idea excellently. It is probable, however, that a spiritual idea of this kind might be made more effective if it were presented in an allegorical form, in which pantomime, stately action and even dancing of a symbolic kind might form the principal elements, dialogue being relatively unimportant. Although touches of humor need not be lacking, the work as a whole would of necessity be of a serious, albeit of a beautiful character, so that it might with propriety be presented either in the theater or in the religious meeting-house. Such a play as this would undoubtedly find a wide acceptance with many people of a liberal tendency throughout the country.

## II.

### THIS FESTIVAL IN HISTORY.

With practically all the pagan nations of antiquity there was a tendency to celebrate in some way the returning sun as the giver of light and life. We have few records of the exact manifestations which this took with some of the older nations, so that we must, for our definite statement, begin with Rome, merely noting in passing that the ancient Persians had some celebration for their God of Light called Mithras, which Chambers in his *Book of Days* says is apparently the same name as the Irish Mithr; and that the Phoenicians or Carthaginians made

Baal or Bel the center of their rejoicings—Mendelssohn in his *Elijah* has given us a wonderful Baal chorus which is full of a strange, far-away fire worship. The Romans had a very extensive celebration in honor of their god Saturn, called the Saturnalia. This was a hilarious revel in which the utmost license was allowed, all distinctions between classes being broken down; the slaves were considered free and on an equal with their masters, and all kinds of excesses were permitted. Work was suspended, and pleasure was made the only business; decorations of greens were used extensively; presents were exchanged, and in many ways the extreme features of such celebrations as we now associate with Mardi Gras carnivals were common. Among the Barbarians of Northern Europe there was a somewhat similar festival, but one naturally in which the more primitive and rude elements were more prominent. Greens and fires were extensively used, but there was added to them some dignity in the sacrificial service of the Druids with their sacred mistletoe. In some of the ceremonies sacrifices were made of both animals and human beings. From the Goths and Saxons we obtain the name “Yuletide,” as they called their festival of the winter months Yule.

As soon as we get beyond these early days we find immediately a mingling of pagan and Christian ideas. As intercourse between the various countries became more general, each added to its own celebration items which it had gathered from others. And this process has continued until Christmas has become the cosmopolitan celebration which we now know.

The old English festival is one that is probably best known to us. We need at this time only mention the many elements which entered into it—the decorating of the household with holly, mistletoe, and gay wreaths of greens and ribbons; the dragging in of the Yule log and kindling of it with a charred brand which had been saved from the previous year; the singing of carols by the bands of waifs who went about from house to house; the presenting by the wandering players of *St George and the Dragon* or other hilarious farces (it is said that the Mummers are descendants of the Maskers in the Roman Saturnalia); the revels in all the great houses when a Prince of Christmas or Master of the Revels was elected to incite all to the height of merriment and frivolity, and especially the feasting with the boar's head, the geese, capons, pheasants and a plentiful supply of all kinds of foods, and especially of tasty drinks.

In Germany the tree has been made the center of the celebration. The decorations do not include, as is common with us, the gifts which are to be distributed amongst the guests, but consist only of trinkets, many nuts, apples, and many kinds of cakes—these latter possibly tracing the many forms which they assume to the customs of the ancient barbarians, since they include not only trees and stars, but many animals (said to recall the early sacrifices). The candles, the stars and the moon are probably reminiscent of Baldur, the Sun-god, the story of Bethlehem and, by interpretation, Christ, the Light of the World. Some antiquarians have even found in Knecht Rupert a descendant of the “Spirit of the Slaughtered Innocents.”

And so we might go through the various countries finding very similar incidents in all of them, but every now and then happening upon some curious and quaint custom which may be used to brighten any celebration which we may have. So from France we may take the sweet simplicity of the peasants' religious observances;



The Perry Picture Co. Raphael.  
SISTINE MADONNA. DETAIL.



from Germany we may use the idea of building the creche; from Holland we may get the pretty picture of the children placing carrots in their shoes in order to refresh the donkey of St. Nicholas on his rounds; from Scandinavia we may borrow the charming custom of scattering the grain as an offering to the birds. Likewise, by adaptation, we may even find something of use in far-away China and Japan, and even from Mexico.

### III.

#### SPECIMEN PROGRAMS.

Christmas celebrations may be divided roughly into three classes: the first a miscellaneous program of recitations and music; the second a somewhat connected pageant, and thirdly, a Christmas Drama. *First:* For the miscellaneous program the files of such magazines as the ATLANTIC EDUCATIONAL JOURNAL and many collections of books of Christmas verses and stories, together with the innumerable collections of Christmas carols, may be consulted. Caution should be observed that the cheap and silly be avoided. This is especially the case in regard to songs for Christmas. Every year there is a flood of three to five-cent pamphlets containing a complete service for Christmas, "with entirely new material," which is scattered broadcast over our land, especially throughout the Sunday-schools. The writers seem to think it is necessary to provide new songs each year, forgetting or wilfully neglecting the fact that the words of tried old carols are quite as new to the children as are these new concoctions. The Novello Company (represented in America by the H. W. Gray Company, New York City), and G. Schirmer, New York City, have both done a valuable work in counteracting this stream of musically unworthy new music by publishing in very inexpensive form many of the fine old Christmas carols. Moreover, some of the finest of the modern carols are contained in collections of songs for schools.

In arranging these songs and recitations, while still keeping each one complete in itself, it is easy to select such material that, when put together, a single thread may run through the entire program. Some such uniting ideas might be the story of the birth of Jesus, as told in poetry and song; the Christmas message, as told in various manifestations of nature; a Christmas pastoral service, in which the keynote should be Jesus as the Shepherd of Men; the favorite poems and carols of many nations; Christmas in olden times; the Christmas tree and how it has been praised.

In addition to songs and poems, use can easily be made in a miscellaneous program of tableaux, or little scenes depicting familiar incidents in Christmas celebrations, such as bringing home the Christmas tree, decorating it with presents, waiting for Santa Claus at the fireplace, making the Christmas pudding, emptying the Christmas stocking, children singing Christmas carols, etc. Or, better still, some of the innumerable Christmas scenes, as represented in the world's greatest paintings, may be reproduced, thus using one of the many successful devices of the church throughout all ages. A few pennies invested in Perry or Brown pictures will give a vast number of details for this work.

*Second:* In forming a Christmas pageant—and no festival of the year seems, by its varied history, to be a more natural one for this type of treatment—attention should first of all be given to the question of contrast of subject-matter and costume. Whenever it is possible, there should be a grand procession of all the participants, and much should be made of banners and standards. The various symbols mentioned earlier in the paper can be worked out in attractive designs for this purpose. When customs from various parts of the world are represented, excellent opportunity is given for variety in dress, and

consequently for gay color contrasts. Imagine, for instance, the contrast that came before the eyes of the spectators as the children who represent the following scenes came on one after the other:<sup>1</sup>

1. Italian children in a merry-making dance.
2. French peasants entertained by Pierrot, Pierrette, the Clown, and the Harlequin.
3. Dutch children going to sleep, after singing a song to St. Nicholas. St. Nick on his donkey enters to find the carrots in the shoes; the Saint and Black Ruprecht discuss which of the children have been good enough during the year to deserve gifts.
4. Scandinavian children appear in the market-place to feed the birds who (represented by little children) come hopping in and pick up the grain.
5. An old-time English pantomime given by a group of players representing *Ali Baba and the Forty Thieves*. The scouts appear, reconnoitering for the band, who later enter, carrying their jars of gold to the house of Cassim.
6. March of Highlanders to the bagpipe as they appear for a Scottish feast.

Or consider this: A Garland of Diverting Plays and Pantomimes.<sup>2</sup>

1. A little German play by Grade I, based on the fairy tale of The Shoemaker and the Elves.
2. The story of the Ambitious Fir Tree; a Danish legend involving birds, trees, wood-cutters and children, Grade II.
3. The Mirror of the Sun-goddess, a Japanese fairy tale, Grade III.
4. Alice in Wonderland, a phantasy, Grade IV.
5. Peace and Good-will among the Indians; the ceremony of the peace-pipe from *Hiawatha*, Grade V.
6. The Babes in the Wood, an old English pantomime and harlequinade, Grade VI.

Or the material may, of course, be drawn from a single country; for instance, such a festival may be based on Norse Mythology.<sup>3</sup> There is a vast amount of curious material in these northern legends which lends itself excellently to spectacular effects. These are, first of all, the distinctions between the gods, the giants and dwarfs, the elves and fairies and the human beings; the different spheres in which the scenes are enacted, the upper world, the mid world, and the lower depths; the many different occupations, from blacksmiths at their forges to the Frost Giants binding the earth in the chains of cold; then there are the various periods of time as they are represented by the Norns—the past being an old woman; the present a strong and vigorous Valkyrie, and the future a young, undeveloped child. Wagner has indicated some of the possibilities of the stories, but these may be much simplified and changed for use by children. The essential connection with Christmas may be the development which proceeds from the period of warfare in the early history of the Norse Mythological characters to the reign of peace and universal brotherhood toward which they and all other human forces are working.<sup>4</sup>

Likewise a program devoted entirely to Germany may

<sup>1</sup>Note.—Glimpses of Christmas Festivals in Many Lands. Christmas Festival, Ethical Culture School, 1908.

<sup>2</sup>Note.—Christmas Festival, Ethical Culture School, 1909.

<sup>3</sup>Note.—Christmas Festival, Ethical Culture School, 1911.

<sup>4</sup>Note.—The following remarkable speech is placed by a fourth grade child in the mouth of the Future, as she passes in review before Odin: "I represent the lovely things that are coming, such as all the bad that is going to be good, and all the good that is going to be perfect. I represent the time when all the bad will be good and kind and strong to help the weak, so there will be no weak at all, and the naughty little elves will be serious and helpful, and when the people in Midgard that you, Odin, have made, will study and understand the blessings you have given them through my sisters, the Past and Present, and will be happy and thankful."



easily be arranged. In many sections of our country where there is a considerable German population, or in grammar schools in which German is taught, this matter may be given in the German language, since the large amount of pantomime renders much speaking unnecessary.

One of the quaintest elements of the German Christmas which can be utilized in connection with the celebration is the Glueckwunsch, or wishing card, some examples of which are quite old. The following example is typical:

#### GLUECKWUNSCH

Wir wuenschen euch so viel Glueck und Segen,  
Als Sternelein am Himmel steh'n  
Und Sandkoernlein im Meere sind.  
Ihr sollt so lange gesund sein,  
Bis ein Muehlstein schwimmt ueber'n Rhein.  
Ihr sollt so lange sein gesund,  
Bis eine Feder wiegt ein Pfund.  
Ihr sollt eure Tage und Jahre in Freude und Frieden verleben,  
Bis ein Voeglein in den Himmel tut schweben.  
Ihr sollt sie in Glueck und Ruhe verbringen,  
Bis sich der Hahn auf dem Kirchturm in den Himmel tut schwingen!

*Third:* When we come to the question of plays for Christmas we enter upon an almost limitless field, for the drama is merely a more effective means of telling a story, and Christmas is essentially a story-telling time. There are, of course, first of all, the purely Christmas dramas, beginning with the simplest dramatization of the Bible stories and going on to the many somewhat elaborate versions of these in the old miracle and mystery plays, and so on to the more modern versions, such as *Eager Heart*. Then there are the vast number of scenes woven around Santa Claus and other jovial elements. Here must be included the old English Mummers' plays (for two versions of these see ATLANTIC EDUCATIONAL JOURNAL for December, 1910). Dramatizations of Christmas stories are also plentiful, beginning with Dickens' *Christmas Carol* and including *The Birds' Christmas Carol*, *The Cricket on the Hearth*, *The Other Wise Man*, and so the list might be extended. Outline sketch of the first of these and of other types may here be given:

*Dickens' Christmas Carol:* Scene 1. In Scrooge's counting-house, visit of the nephew, the two solicitors, and the final closing up of the office. Scene 2. Scrooge in his room, tells of the strange vision of Marley's face which he has seen as he came home from his solitary meal. Entrance of Marley's ghost. Scene 3. The first of the spirits (occupying one-fourth of the stage), the ball at Fuzzywigg's, Scrooge as a boy (represented on the other three-fourths of the stage). Scene 4. The ghost of Christmas present, the gathering at the house of the nephew and also at Bob Cratchit's. If necessary, these two may be combined, although it is a stretch of the imagination to bring the nephew and his friends into Bob Cratchit's humble dwelling. Scene 5. The Spirit of the Future. This may either be omitted or told in a narrative. Scene 6. Christmas morning. Scrooge awakens; sends the boy to the butcher shop for the large turkey and starts off for church. Scene 7. The day after Christmas in Scrooge's office. Second meeting with the solicitors and the giving of a generous check. Bob enters late, and as a punishment has his salary raised!

*A Christmas Celebration in Servia:* Scene 1. The grandfather announces that the sun has turned in its course and the days are about to lengthen. Rejoicing of the children over the new sun or "The Little God." All prepare to go to the woods to cut an oak tree. Scene 2. The pantomime of the felling of the oak in the early morning. Rejoicing as it falls in the proper direction. The youngest child picks up the first chip and carries it home. Scene 3. Reception by the mother and daughters of the father and son as they come home with the log.

The kindling of the fire; consecration of the family with appropriate rites—with wine, honey, wheat, oranges; etc., to the new light of the new year which is about to begin. Scene 4. The ceremony of strewing. The mother and daughters scatter grain for the chickens. These, represented by little children, come in and pick up the food and go off again well provided. The father and mother present gifts to the children, and say as the little ones have fed the chickens, and as the parents have fed the children, so are all fed by the bounties of nature and the blessings of work. All vow to make better use of the gifts of nature and their own strength. The scene closes with a simple dance of rejoicing.

*The Greedy Boy's Christmas:* Scene 1. The week before Christmas. An Ordinary Boy, surrounded with Sufficient Playthings to supply Joy to Ten Children of the Poor, gloats over the Display he has seen in the Christmas Shop Windows. He expresses Discontent with his Present Playthings, and enumerates an Interminable List of Mechanical Toys and other New Devices which he would like to have. Scene 2. A scene in a Poor Tenement. Delight of Children over a Rag Doll and a Few Battered Blocks. Scene 3. Christmas morning. The Parents of the Ordinary Boy, feeling they must teach him a Lesson, have provided him with Everything he has mentioned. His bedroom is filled with Toys and Devices which allow him no room for Play and no opportunity for Quiet. As he starts to take up a Teddy Bear, the Lion, the Elephant, the Tiger, the Dog, the Cat and all the other Animals clamber upon him and demand Attention; as he begins to play with his Automobile, the Express Wagon, the Velocipede, the Railroad Train, the Coach, the Torpedo Boat, the Aeroplane and other Vehicles of Locomotion descend upon him and insist that they shall receive his Attention; when he picks up a Mechanical Toy all the others begin to move and send forth their music until the Air is filled with an unbearable din. This experience is repeated again and again by the Animated Toys (represented by children) until, in utter desperation, the Ordinary Boy renounces them all and takes refuge in a box of simple Blocks, which, while representing no Particular Thing, are capable, by use of the Imagination, of representing All Things.

*A Dream of Christmas:* This may be presented in a single scene. A mother and her children are engaged in final arrangements for Christmas—doing up the packages, writing name cards and decorating the Christmas tree. One child is especially inquisitive and full of questions; he wishes to know "Why" constantly—*Why* do we have Christmas? *Why* a Christmas tree? *Why* stars, *why* holly and mistletoe, *why* the giving of presents, etc. Mother is too busy at this time to answer all these questions, but says she will explain them on some day. Night comes on; all except the one child go off to other parts of the house to attend to other tasks, while this one boy or girl sits in a chair and rests a while. Soon he falls asleep, and in a dream all the various elements of the Christmas celebration come to life and appear to him. As each comes in with characteristic music and movement, it makes a bow to the child and explains whence it comes, how it happens to be associated with Christmas and what its significance is in the life of all people not only at Christmas time, but throughout the entire year. Material for each of these characters has been suggested in the preceding part of this article, which can be added to by consulting various books, among which there is no more poetical interpretation of the present-day significance of these symbols than has been given to us by James Lane Allen. (Helpful suggestions for this and other specific little plays will be found in the ATLANTIC EDUCATIONAL JOURNAL for December, 1910.)



# HOME ECONOMICS

FIRST PAPER: THE TEACHING OF COOKING THROUGH THE PREPARATION OF MEALS

By ELIZABETH C. CONDIT

Instructor of Home Economics in The Jacob Tome Institute

COOKING as it is usually taught in school, where each girl uses a small quantity of material to make the recipe, seems to the unprofessional observer to present conditions and equipment very different from those provided in most houses; and the criticism often is made that the girls are not trained to meet real home problems. However, experience, the strongest advocate, is showing that the training in accurate work and orderly habits instilled in the school kitchen does help in the making of capable women.

The teaching of cooking through the preparation of meals, best produces the home conditions in the class room. The planning and cooking of a meal call into play skill, in manipulation; judgment, to time the cooking and preparation correctly; artistic feeling, to serve in an attractive manner, and prompt thought and action. But a class must have had practice in preparing separate dishes before attempting to cook a full meal. This practice may have been gained in a cooking class or from experience at home.

In the country schools, where the classes are not so large as in the cities, it is possible to entertain the mothers of the girls in the class at these meals. This offers an opportunity to establish more intimate relations between the school and home, and gives the needed stimulus for perfect work. The chief danger to be guarded against, in carrying out such a plan, is the temptation to trespass upon the time belonging to other studies; to avoid this, it is well to schedule the cooking lesson for the end of the school day.

At these meals, each member of the class should be given an opportunity to act as hostess, when she should be given the full social responsibility. The lesson should be planned so that each girl shall be responsible for at least one dish for each meal, and for definite duties, e. g., waitress, setting the table, clearing away. In this way

division of duties can be made and each in turn be detailed for a certain part of the work. Several lessons should precede the giving of the meal. In these lessons reviews of any dishes or methods of cooking can be given, the table cloth and napkins laundered and menus discussed.

That the students may gain all the experience the oppor-

nity affords, the instructor must trust her reputation to the class, and have the meal truly represent their work. When meals are given to advertise the instructor's skill there is little value for the students, beyond the exhibit of a perfect meal.

To illustrate the teaching of cooking through the preparation of meals, I will use a specific lesson given to a class of Third Year High School girls, who have had one year of cooking in their first year in the high school, and some experience in assisting with the preparation of food at home.

One end of the school kitchen is divided off by curtains to serve for a dining room. The portieres and window curtains were made in the sewing classes, and decorated with a design stenciled in the art class.

The first menu chosen to serve was:

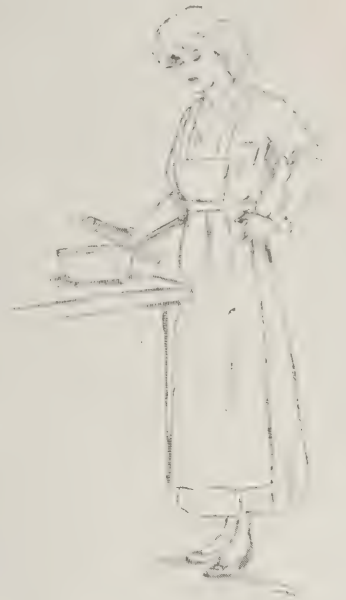
	Consomme	
Broiled Beefsteak		Stuffed Potatoes
		Baked Tomatoes
	Rolls	
Ice Cream		Sponge Cake

The girl whose turn it was to prepare the rolls, set the sponge just before school in the morning, and made them into shape at noon. This interfered in no way with her other school work. The meat for the consomme was cut up and allowed to cook slowly the day before, the instructor watching it during cooking. Again there was no infringement of others' time. The potatoes were baked ready for the girl to stuff; and the other dishes were quickly and easily prepared in the regular lesson time.

The time allowed this class for the lesson in cookery is 80 minutes. When serving a meal, 40 minutes are allowed for the preparation of the food, and the guests invited at the end of that time. Often the serving overlaps the period, but neither the class nor the teacher have so far objected to this infringement upon their recreation time.

The mothers, who come as guests, will enjoy discussing subjects of interest to the class studying Home Economics. The teacher will find this an excellent opportunity to put her technical knowledge at the service of the community, but this must be done very carefully in the give and take of conversation, and not in a dogmatic instructing manner. She may allude to better sanitary methods, or to the direct influence of food upon health, or to the economic value of labor saving devices. Just here I beg the teacher to be sure of her information before giving advice to experienced householders. In most country places the housekeepers are interested in cooking and housework and enjoy talking over their experiences; but in no department of activity does one find more rigid adherence to established customs and greater sensitiveness to criticism.

Through the giving of meals the teacher of Domes-





tic Science can suggest a neglected vegetable or a method of cooking; and by example increase the variety of food served many families. The informal conversation after the meal affords opportunity to emphasize the importance of three regular meals for the thin nervous child, and brings out the fact that a student complaining of too much study may be ill because she comes to school without any breakfast, etc.

The community is by no means the greatest benefactor from these conferences for the right sort of teacher will gain much from the experienced housekeeper. As in every other relation in life, one receives full value both in kind and quantity for that given.

To make the lesson of practical and immediate use, simple meals, such as a family would ordinarily serve, should

be prepared. The service should be orderly and attractive, not service plates and many courses, in a community where only one, if any, servant is kept. One elaborate meal may be given if the class desires it, but more harm than good may result from the teaching of elaborate service. If the cooking classes throughout the land would assist the housekeeper in preparing and serving attractive, wholesome meals, with less effort on the housekeeper's part, more women would enjoy their homes.

Let us teachers of cookery assist in reducing the necessary work of the household by teaching economy of effort and motion. We should lead in holding fast to the essentials—intelligence, cheerfulness, wholesome food, order, cleanliness and allow the non-essentials to take care of themselves.

# TOPICAL OUTLINE AND STUDY GUIDE

## HISTORY OF THE UNITED STATES: IX—SECESSION AND THE CIVIL WAR (1860-1865)

By J. MONTGOMERY GAMBRILL

Head of the Department of History and Civics, Baltimore Polytechnic Institute

NOTE: *The Outline and Study Guide* was prepared for the use of high-school classes, but can be readily simplified and adapted for grammar-grade work. It may also prove useful to grammar-grade teachers in planning and conducting their work.

[Continued from November.]

### 1<sup>1</sup> THE SPANISH-AMERICAN WAR (1898).

Causes; principal military and naval operations; leaders; terms of the treaty of peace.

### 2<sup>1</sup> THE PROBLEMS OF COLONIAL POSSESSIONS.

1<sup>2</sup> Difficulties and adjustments in the Philippines; the Philippine Commission; the act of July 1, 1902.

2<sup>2</sup> Territorial government for Porto Rico.

3<sup>2</sup> Tariff questions.

4<sup>2</sup> Decisions of the Supreme Court in the "insular cases" (1901).

5<sup>2</sup> Annexation of islands in the Pacific (1898-1899).

1<sup>3</sup> Hawaiian Islands (1898); organized as a territory (1900).

2<sup>3</sup> Several of Samoan Islands (1899).

3<sup>3</sup> Annexation of unclaimed islands.

### 3<sup>1</sup> RELATIONS WITH CUBA.

1<sup>2</sup> The Teller resolution of 1898; status under the Treaty of Paris.

2<sup>2</sup> The American occupation; necessity; results.

3<sup>2</sup> The Platt Amendment (1901)—provisions.

4<sup>2</sup> Withdrawal of American troops and officials (1902).

5<sup>2</sup> Commercial relations.

6<sup>2</sup> American intervention in 1906; second withdrawal, 1909.

### 4<sup>1</sup> INTERNATIONAL PEACE CONFERENCE AT THE HAGUE (1898)—PART TAKEN BY THE UNITED STATES.

### 5<sup>1</sup> THE ISTHMIAN CANAL.

1<sup>2</sup> Preliminary investigations and foreign adjustments (1899-1904).

2<sup>2</sup> The work of construction (1904- ).

### 6<sup>1</sup> POLITICS AND GOVERNMENT.

1<sup>2</sup> Campaign of 1900—parties, candidates, issues, outcome.

2<sup>2</sup> Assassination of the President; the succession.

3<sup>2</sup> Progress of civil service reform; improvements of the consular service.

4<sup>2</sup> Election of 1904—parties, candidates, issues, outcome.

5<sup>2</sup> Election of 1908—parties, candidates, issues, outcome.

6<sup>2</sup> Payne-Aldrich tariff (1909).

7<sup>2</sup> The "insurgent" movement in the Republican party.

8<sup>2</sup> Great political questions.

1<sup>3</sup> Public control of great corporations and trusts.

2<sup>3</sup> Legislation; prosecutions.

3<sup>3</sup> Conservation of natural resources (the issues; legislation).

4<sup>3</sup> Question of tariff reform; Payne-Aldrich Act; Congressional elections of 1910; President Taft's vetoes; Canadian reciprocity proposed.

### 7<sup>1</sup> FOREIGN RELATIONS AND WORLD POLITICS.

1<sup>2</sup> Influence in the Far East; the "open-door" policy.

2<sup>2</sup> Mediation in the Russo-Japanese War (1905).

3<sup>2</sup> Relations with Latin-America.

4<sup>2</sup> Settlement of the Alaskan boundary (1903). Method of deciding the question; terms of settlement

5<sup>2</sup> Part taken in international congresses.

6<sup>2</sup> Arbitration treaties.

7<sup>2</sup> Settlement of disputes over the fisheries treaty of 1818 (1910); method of deciding the questions; terms of settlement.

8<sup>2</sup> General arbitration treaties of 1911.



**SAVE THE BEST 10 EARS**  
for the  
**CORN CONGRESS**

**AGRICULTURAL  
HIGH SCHOOL**

**Sparks, Md.**

**November 17-18**

**1911**

# THE CORN CONGRESS

METHODS EMPLOYED IN ONE SCHOOL TO STIMULATE INTEREST  
IN AGRICULTURAL TRAINING

By B. H. CROCHERON

Principal Agricultural High School, Sparks, Md.

THE first Corn Congress conducted by the Agricultural High School of Baltimore County, in April, 1910, was so decided a success in drawing a large audience to the school that a second congress was projected for the fall of 1911.

The Agricultural High School at Sparks stands for the entire community. Its promoters believe that a school of its class to be efficient should educate so far as possible all persons in its neighborhood, and should endeavor by all means within its power to furnish a community center for wholesome gatherings. To this end meetings are conducted for men, women and young people, and occasionally, as at the Corn Congress, a gathering is planned for the entire family.

Corn is perhaps the most important crop of Baltimore county. Because of this fact the school has in its teachings emphasized corn-growing. During the past year corn clubs have been formed in rural schools. In forming a corn club there must be at least six charter members, who pledge themselves to grow at least 10 hills of corn each year and profess to be interested in corn-raising. Each club elects a president and a secretary from its membership. These officers call regular meetings at the school, and also furnish frequent reports to the county headquarters. The different corn clubs so formed in rural schools constitute a Baltimore County Association of Boys' Corn Clubs, which has its own officers and constitution. This association has its headquarters at the Agricultural High School.

There were operative during the summer six corn clubs, and the formation of six more is now pending. Probably Baltimore county should have about 20 clubs in order to completely cover the territory, so that any boy may find himself within riding distance of a club center.

The announcement that a prize of \$50 had been offered by a trustee of the Maryland Agricultural College for the boy under 18 years raising the best acre of corn in Baltimore or Harford counties stimulated 96 boys in Baltimore county to compete for the prize, and these, with about a hundred members in the six corn clubs, who raised from 10 hills to an acre, completed the membership of about 200 boys who constitute the County Association of Boys' Corn Clubs.

But the Agricultural High School had also been testing corn-growing with men. During the season of 1910 a

variety test with four promising varieties of corn had shown that, in the 15 places throughout the county at which it had been tried by high school students, each of the four varieties given out for test did better than the home corn against which it had been compared. More than that, in every case one variety, Boone County White, had done better than any other. The school, therefore, determined to again test out Boone County White on a larger scale at a greater number of places.

It happened, also, that several groups and farmers' clubs professed themselves willing and desirous to conduct tests for the school. By application to the Experiment Station varieties of seed corn were obtained and placed for experimentation on about a hundred farms with men who applied for the seed. The last season, 1911, has abundantly confirmed the results of the previous year in the value of Boone County White on the lands of northern Baltimore county.

Thus it was that during the past summer about 300 farms were growing corn, the seed of which was supplied through the Agricultural High School, and the crops of which were frequently visited during the summer by the principal employed for that purpose by the County School Board.

It was decided to gather all those interested persons and others together at a two-day Corn Congress on November 17 and 18. Posters printed in red on white paper—red and white are the school colors—were issued early in the fall and posted all over the county on postoffices, school

buildings, railroad stations and other conspicuous places. They loudly commanded: "Save the best 10 ears for the Corn Congress." The school believes in advertising in order to better serve the public.

Later, two weeks before the appointed dates, another set of posters were issued, giving in detail the pro-

gram of addresses for the two days and stating the regulations for the corn show.

Committees of students from the school were placed in entire charge of all arrangements for the affair, the president and secretary of the County Association acting as chairmen of all committees. The students received, ticketed, entered and arranged all exhibits, met speakers and arranged for their accommodation, took charge of the many carriages and conveyances and acted as ushers in charge of the audiences. The school has a card index list of 3000 persons in Baltimore county interested in agriculture. This list is constantly expanding. One com-



A TYPICAL "CONGRESS" GATHERING.



mittee of students registered all persons who attended, thus securing their name and address for the index.

The exhibits were arranged in six classes, as follows: (1) from boy corn-growers in the acre contest; (2) from boy corn-growers who grew less than an acre; (3) from rural schools; (4) from farmers; (5) from outside exhibitors, and (6) Cooked corn products.

The best judges in the United States were secured for the show. Prizes of money were secured for the two classes of boy corn-growers by subscription from the banks at Catonsville, Towson, Cockeysville, Whitehall and Parkton. Ribbon prizes were given for all classes, and trophies to be retained permanently were given to the rural schools and the corn clubs making the best aggregate exhibits.

Friday, the first day, was Corn Clubs' Day, with the boy corn-growers in attendance as well as delegations from rural schools. The county school authorities permitted teachers who would bring a reasonable number of their pupils to the show to close their schools for that day.

In the morning was the regular fall meeting of the County Association of Boys' Corn Clubs, at which the student-president presided. A constitution was offered for adoption and accepted; reports were made by the officers of the local corn clubs, and a general enthusiasm prevailed. "Yells" from the different corn clubs re-echoed through the building. At 1 o'clock a spraying demonstration was given on the school grounds.

In the afternoon addresses were delivered by Prof. Nicholas Schmitz, agronomist of the State Experiment Station, who had in charge the acre corn-growing contest; Dr. C. L. Goodrich of the Department of Agriculture, and Mr. C. P. Hartley, in charge of the Corn Investigations of the Department of Agriculture, and the foremost corn expert in the country. At night Dr. C. L. Goodrich again spoke, and Mr. Haswell of the Drainage Investigations of the Department of Agriculture gave an illustrated lecture on farm drainage.

During both days there were separate sessions for women, with addresses by Mrs. Barclay, manager of the Margaret Bennett Home of Baltimore; Miss Wier, County Director of Domestic Sciences, and Miss Baldwin, in charge of Domestic Science in the school. Cooking demonstrations with corn products were given in the domestic science room, which, supplementing the

exhibit of many cooked dishes on exhibit, furnished an excellent illustration of the varied uses of corn as a food product.

The second day was Corn Experimenters' Day. The morning session opened with an address by Mr. Hartley, who outlined the modern experiments with corn and gave the latest results of the investigations. He was followed by Dr. William Hart Dexter of the Farmers' Demonstration Work, who, talking on "Corn and the Dairy Cow," described how to identify a good cow, and later conducted his audience out of the building to where two cows were exhibited. With these he demonstrated the points he wished to impress on his hearers. In the afternoon Dr. J. A.

Bonsteel, the soils expert of the Department of Agriculture, described the corn soils of Maryland, illustrating his remarks with samples of the various soils. He was followed by Dr. Dexter, who described the essentials of a dairyman, and also by Mr. C. H. Lane of the Department of Agriculture, who spoke on Rural Schools. At the night session Dr. Bigelow, in charge of the Pure Food Division of the Bureau of Chemistry, delivered an illustrated lecture on "Pure Foods," considering his subject especially in its application to farm life.

Over a thousand persons came to the Corn Congress, most of them attending both days and several sessions a day. At a lunch counter in the basement, conducted by the members of the Women's Home Interest Club for the benefit of the schools, meals were served twice a day to hundreds of persons. The railroad ran special trains to accomodate the visitors. Two thousand ears of corn were exhibited, as well as many cooked corn products.

The Corn Congress was a decided success from the points for which it was intended, namely, to further interest in scientific corn-growing; to interest the rural schools, and to gather together the people of the rural districts of the county.

The objects of the County Association, as set forth in the constitution, are: (1) To

gain knowledge of the best methods in agriculture, especially in corn growing; (2) to prepare for exhibition at the Corn Congress, held at the Agricultural High School; (3) to promote a better country life; (4) to organize country boys; (5) to establish branch clubs in rural schools, granges and other centers; (6) to gain a working knowledge of parliamentary procedure.



AN ILLUSTRATED LECTURE ON EXAMINING FARM ANIMALS.



AN EXHIBIT IN SPRAYING.





THE FALLS BELOW THE VIADUCT, SHOWING DAM, WEATHER ROCK AND SLUICE GATE, AND SLUICE ON THE RIGHT.

# HOME GEOGRAPHY

A STUDY OF THE GEOGRAPHY OF BALTIMORE IN FIVE PARTS. PART II:  
METEOROLOGY AND ASTRONOMY

By ERNEST E. RACE

Head of Science Department, Maryland State Normal School

**B**YOND question, no branch of science so intimately concerns all people as meteorology. It is equally true that no subject has been so neglected by the schools, in spite of the fact that it has so many obvious advantages. No subject is better adapted to the heuristic method as investigating the interrelations of the weather elements. Many sciences are more or less dependent on seasons, but the weather is like the poor, with us always. Some subjects can be best taught in the country, others in the city; the weather can be studied equally well in either. Some subjects are disciplinary, others utilitarian, others esthetic; the weather is all three; it offers the best sort of training in scientific observation and method, a body of knowledge that will often prove highly valuable, and an opportunity to appreciate the beauty and unity of nature.

Intelligent weather and astronomical observations in the primary grades will result in a body of knowledge and a scientific spirit worth while. What, then, ought we to expect? In the practice school of the Maryland State Normal, pupils are learning the cardinal points, the nature and simple interrelation of the weather elements, reading and interpretation of temperature, recognition of the north star, big dipper, Orion, moon's phases, sun movement as shown by shadow stick, and change of sunrise and sunset points in relation to day length and temperature, the succession of seasons as influencing natural phenomena and the activities of man, animals and plants.

One reason why elementary meteorology and astronomy have not come to their own is because teachers have been content with mere cataloging of weather observations day by day without making adequate use of them. The daily weather record is only a means to an end. There have been too little interpretation, too little progression, and too much monotony; too little weighing of evidence, too little movement toward big ends. Teachers and courses of study have failed to get anywhere. They have worn some topics and devices threadbare. They have not taken the next step. They have not fully appreciated that in the observation of simple atmospheric and astronomical phenomena lies the beginning of problems of moment.

To achieve desirable ends elementary meteorology and astronomy should be organized as follows:

I. The *subject-matter* should form a *dependable basis* for geography, nature study and secondary science.

2. The *course* must be based on educational principles, and the topics must be *sequential* and *cumulative*.

3. The *method* must be *dignified*, *scientific* and on a *laboratory* and *field* basis and center in *problem solving*.

4. Schools must be equipped with simple and generally useful apparatus, such as thermometers, wind streamer or vane, shadow stick, sun dial, alcohol lamp, dishes, etc.

5. Schools and teachers must recognize it as of equal dignity with other subjects and as constituting an essential phase of home geography.

We will consider under the topic of Observation of Atmospheric and Astronomical Phenomena:

- I. Some Significant Observations.
- II. Some Essential Physical Phenomena.
- III. Daily Weather Records.
- IV. Summaries, Correlations, Weather Lore.

Only the first two heads will be discussed in this issue.

## I<sup>1</sup> SIGNIFICANT METEOROLOGICAL AND ASTRONOMICAL OBSERVATIONS.

### *Rain.*

During rainy weather discuss rainy-day experiences, the benefit of rains, the effect of drouths, rainless countries. Try to imagine a desert. Compare with the home and with the moist tropics. Associate rain clouds with rain. Use the clouds as portents.

### *Snow.*

Discuss snowy-day experiences, the sports associated with snow. Have a field lesson on snow and investigate how the snow flakes come down, their form, and how they make the world look beautiful. Review the field lesson indoors, and then talk over the uses of snow in making the world look beautiful, its service to boys and girls and grown-ups, its use to the Eskimos, its protection to plants. Tell about the abundance of snow on mountains. Call attention to how it slides from roofs; draw the analogy to snow slides on mountains; discuss their destructiveness. Talk about what becomes of the snow.

### *Temperature.*

As the fall advances note the fact that the days are growing cooler and associate this with the various autumnal changes. Associate the diurnal change of temperature with the movement of the sun—morning tempera-



ture and morning sun position, noon temperature and noon sun position, etc. Discuss the season in which plants grow best. Exhibit winter and summer scenes. When are animals most in evidence? Show pictures of plant and animal life in warm and cold countries. Notice how the school-room plants turn toward the sun. Associate the wind with the temperature when there is a pronounced northerly or southerly wind. On such occasions have stories of Kibibonokka and Shawondasee. Associate nature stories and poems with the four cardinal winds.

#### *Winds.*

Note the effect of winds most obvious to children, such as blowing leaves, hats and dust, destructiveness, sailing, etc. Discuss such uses of wind as appeal to children—windmills, kites, propelling boats, etc. Speak of the occasional violent winds. Allude to how winds are named from the direction of their source (north, south, etc.), and with reference to their force (calm, zephyrs, gale, hurricane, etc.). Make a vane or streamer to show direction.

#### *How to Tell Wind Direction.*

To the top of a vertical stake or other object standing several feet above ground in the open attach a long, narrow ribbon by means of a nail. The ribbon will show accurately the wind direction. Labeled stakes may be driven in the ground about the base or crosspieces attached to the stake to indicate the points of the compass.

#### *The Sun.*

Discuss the sun as the source of the earth's light and heat. Compare temperatures during the day and night. Note the sunrise and sunset points. Where is the sun at night? Note the color of the morning and evening sky.

At intervals of three or four days, note the position of the rising and setting sun. Ask the pupils to mark the place by some object on the horizon, making the observation from the same position each time. Continue this in the fall long enough to convince the pupils that the points of sunrise and sunset are moving southward at this season. Make similar observations in the early spring to show the northward movement.

By means of a shadow stick pupils may discover if the sun's position at noon is changing. A shadow stick may be made by fastening to one end of a narrow board about fifteen inches long and four inches wide a four-inch upright at right angles to it. The horizontal board should be graduated in inches and tenths of inches from the upright. The upper edge of the upright should be beveled inward to present a sharp edge, in order to make a clear shadow. By placing the shadow stick in a horizontal position with the upright toward the south, the length of the noon shadow may be read at a glance. This should be done at weekly intervals.

If the schoolroom has a southern exposure, the point on the floor where the noon sunbeam falls may be marked weekly by means of a brass tack or other convenient method. It is better to make this observation on the same day each week as nearly as possible. It is not essential that the observations be taken exactly at noon, but they should be made at the same time of day, whatever that may be. Just before the noon dismissal is a convenient time. The tacks or shadow lengths will show the successive weekly changes in the position of the sun at that hour.

Compare the lengths of the sun's path in the early and late fall and summer and winter as shown by the observations. Associate the longer path in summer with the long warm days and the shorter path in winter with the short cold days.

#### *Sun Position and Heat (Insolation).*

Occasionally compare temperatures at sunrise, nine o'clock, noon, three o'clock, sunset. Why is near noon the warmest part of the day? Help pupils to solve this question by familiar experiences. How do we hold the hands in warming them at the stove or radiator? How do we hang a handkerchief to dry by the fire? Compare a

window with a southern exposure with other exposures as to light and heat. How do we hold a paper or book in reading? What slope of a hill is warmest? Which receives more heat, a garden sloping north or south? On what exposure do we find the earliest spring flowers?

Compare the sun's path in summer and in winter. Show by the diagrams of the shadow stick (which should be put up as a frieze above the blackboard in the order they are made) the difference in the way the sun's rays strike the earth in summer and in winter.

#### *The Sun as a Timepiece.*

Ask the pupils if they can tell by their shadows whether it is morning or afternoon. When it is noon.

Make a simple sun dial by fitting a short pointed rod to the center of a square or circular board. The diameter of the board ought to be at least five times the height of the rod. A screw eye may be placed in the edge of the board for hanging. (A two or three-inch wire nail driven through the center of the underside of a board twelve or fourteen inches square, so as to stick through the upper side of the board will make a good sun dial.)

Place the sun dial in a southern exposure, and during the observation be careful not to move it. It would be well to clamp it or otherwise fasten it. On a bright clear day mark the position of the end of the shadow hourly, and beside the mark indicate the hour. On the next clear day allow the pupils to tell time by the dial.

Pupils should be taught to tell time by the clock or watch as soon as possible. They are capable of learning the even hours almost immediately. Make a model of a clock face with Arabic numerals. Use this at first. Pupils will make the transition easily to the face with Roman numerals. Discuss the value of being able to tell time.

#### *Points of the Compass.*

The previous exercise will serve as a good introduction to telling direction by the sun. Pupils should be taught to orient themselves by the sun by day and north star by night, rather than terrestrial objects. Ask them to point in the direction of sunrise, sunset. Of the sun at noon. Name these points. Draw lines on the floor indicating these directions. When you face the sun at noon you are looking southward, the extended left arm is to the east and the right arm to the west, and the back is toward the north. Practice pointing in the direction of the four cardinal points and locating objects in the room by them. Let pupils tell you the direction of different rooms in the school and of buildings and streets in the vicinity.

After the four cardinal points are well learned, the pupils will feel the need of the intermediate directions, southeast, southwest, etc. They will naturally use such terms as "halfway between east and south" for southeast. Point out by means of the sun dial the position of the sun at nine o'clock. Call this position southeast and likewise the position of the sun at three o'clock southwest. When facing the sun at nine o'clock one is looking southeastward and the back is northwestward. Explain the direction of the three o'clock sun. Draw lines on the floor indicating the eight points of the compass.

Show the compass and explain its use in indicating direction.

In case the streets run approximately with the points of the compass and are named in accordance with their direction from central east—west and north—south streets (as is the case in Baltimore), explain the naming and numbering as an exercise in direction.

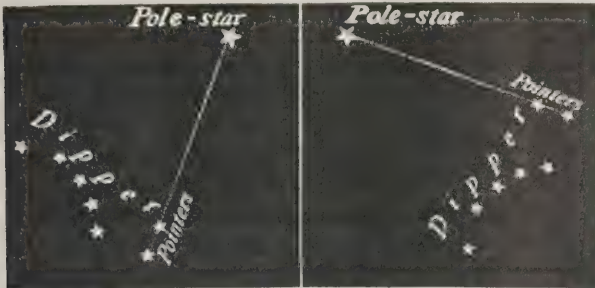
#### *Astronomy.*

A little effort on the part of the teacher, and the pupils may easily learn the morning and evening stars, the big dipper, the north star, Orion and the milky way.

*The North Star and the Dippers.* The natural point to begin a study of the stars is with the Big Dipper and the Pole-star. Other stars and constellations may be located with reference to these.



**Important Facts.** The North Star is not a conspicuous star, but it is easily found by the two stars in the Big Dipper called the *pointers*. These form the edge of the bowl opposite the handle and are in line with the North Star. The north end of the earth's axis is directed toward the North Star. The Big Dipper seems to revolve around the North Star every twenty-four hours. (See Fig. 5.) Draw the diagram of the big dipper and



THE BIG DIPPER AND POLE STAR. The two figures show how the Dipper appears to revolve about the North Star. The two positions are six hours apart.

the north star on the board, and ask the pupils to observe it at night and report the next day. Care should be taken to diagram the dipper in the position it will be at the time set for observation. Where did you find the Big Dipper? How many stars in the bowl? In the handle? Describe the shape of the handle. Which way does the bowl open? Does the Big Dipper remain in the same position in respect to the North Star all through the night? (Observe relative positions as soon as the stars are out, an hour or two later and the next morning if possible.) Would revolving around the North Star describe the change observed? In which direction? In how long? Could you tell time by the Big Dipper?

**The Little Dipper.** The Pole-star is the end of the handle of the Little Dipper. It is less distinct than the Big Dipper. It is a question where it is desirable to ask students at this age to find it. All parts of the Little Dipper revolve about the Pole-star in the end of the handle. The Big and Little Dippers never set. Why?

**Orion.** Orion is perhaps the most beautiful constellation of the northern heavens. It is especially marked by the three stars which form the belt and the row of stars below, which form the sword.

Locate Orion with respect to the North Star and the dipper.

Count the stars in the belt of Orion. In the sword. What is the shape of the sword? What is the shape of the four-sided figure which encloses the belt and the sword? In this irregular quadrilateral the larger of the two upper stars is *Betelgeuse*, while the larger of the two lower stars is *Rigel*. *Betelgeuse* is red, while *Rigel* is white. Does Orion rise and set? Which star rises first? How near the moon's path is Orion? In which direction? Always look for planets near the moon's path in the southern heavens.

**The Moon.** As a help to earth study the moon is very important. It aids us in getting an idea of the earth in space and its motions. It emphasizes the importance of the air and water to our earth.

**Important Facts.** The moon is a little dead world without air and moisture. The moon revolves about the earth in a little more than 29 days. In this revolution the moon keeps the same face toward us, just as the head of a hat-pin which is stuck in an apple would do as the apple spins. The moon shines by the sun's reflected light; that is, the light of the sun strikes the moon and bounds back to us.

Half the moon is always light, and half dark. The phases of the moon are explained by the amount of the lighted face visible. The moon's path in winter is nearly the same as the sun's path in summer. Let pupils cut yellow or silver paper to represent the form of the moon at intervals of a week and fix the most accurate one to the class weather chart, or have each pupil's placed in his weather book. Make a special study of the moon for a month. Assign questions for investigation. The children will be delighted with the changes which observation and the making of the chart reveal. Does the moon always have the same form? Do you always see it in the same place? Does it rise and set? Compare its light to sunlight. Does it give heat? How long from new moon to new moon? How long are we without moon? Compare the moon's path with the sun.

**A Simple Experiment Illustrating the Moon's Phases.** A simple experiment will make the phases of the moon clear after the children have observed them. Place a globe (the larger the better) on the desk in front of the class to represent the sun. (A large circle on the board will do if no globe is at hand.) Use an orange to represent the moon. Remove half the peel. Let the light peeled portion represent the light half of the moon and the unpeeled portion the dark half. Let the class sit or stand compactly in the center of the room, the tallest pupil holding a globe to represent the earth. Walk around the outside of the room about the class, always keeping the peeled half of the orange toward the sun at the front of the room, thus representing the revolution of the moon about the earth. (Pass from right to left in going between the earth and the sun. The class are to imagine themselves as spectators upon the earth.) The portion of the peeled part visible to the class will represent in succession the phases of the moon. Begin with the moon between the earth and the sun. The dark portion (or skin) only is visible to the earth (the class). This represents new moon. Walk a quarter way around the room to the left. One half of the lighted portion is visible to the earth. This represents first quarter. Proceed to the back of the room. The people of the earth (the class) can see all of the peeled portion. This represents full moon. Walk to the right of the moon. The class can see one-half of the lighted portion. This represents last quarter. The crescent moon is less than the quarter, while the gibbous moon is more than the quarter.

Good problems may be presented to the class if the interest and maturity of the pupils warrant. Where and when does the new moon rise? The full moon? Where and when do you see the first quarter? The last quarter, etc.?

#### *Heat as a Control of Life and Occupations.*

As fall progresses and winter approaches call attention to the effect of the waning heat of the sun on vegetation. What are plants doing as the weather grows colder? What do trees do? Do all shed their leaves? Do all shed their leaves at the same time? Which ones shed earliest? Perhaps some pupil can tell of the vegetation of high mountains. Show pictures of scenes in hot and cold countries and on cold mountain peaks to impress the control that heat has over vegetation.

Discuss the changes which people make at home and in dress with the approach of winter. How has winter affected the birds and insects? What different sports in winter than in summer? Is the time for play after school as long now as when school opened? Mention people that work mostly summers. Mostly winters. Do animals prepare for winter? How do owners of domestic animals provide for their welfare in winter? Would it do to turn them out to pasture?

#### *The Awakening Spring.*

In a manner similar to that outlined for the transition



ORION. Four outer stars form an unequal quadrilateral. The three large stars within this figure form the belt. The curved line of stars below forms the sword.



from summer to winter associate the increasing height of the sun and its greater length of path with the increasing temperature and day length. In turn associate this increasing temperature and day length with budding, flowering, planting, change of clothing, change in play and occupation, and increased activity of animal life.

#### *The Seasons.*

Have lessons each season summarizing its weather characteristics, its biological (including man), social and industrial responses. Paint scenes and make charts of pictures illustrating each season. A chart of the seasonal changes of a given tree would be a valuable correlation. No attempt should be made to exhaust this work in any one grade or to postpone it to any given grade. Discussion of control and response should be a feature of the work of each grade. It is simple enough for first primaries and intricate enough for high school, college and graduate students.

#### *Climate as a Cause for Shelter and Clothing.*

*Shelter.*—Our homes, the roof, the walls, and what they protect us against in summer and winter. Provisions for keeping warm in winter and cool in summer. Homes of people of hot and cold countries compared to our own. Discuss their structure and adaptation to the climate. Homes provided for our domestic animals. The homes and shelter of wild animals. Make charts or books of homes to illustrate the above.

*Clothing.*—Make a list of clothing used in winter. In summer. Discuss the conditions that make these articles necessary. Do sheep, dogs, cats, horses, cows, fowls, show any adaptation in their coverings to seasonal change? Compare the coverings of animals of cold and hot countries.

#### *Effect of Frosts on Plants.*

In upper primary grades note the first autumn frost and how it affects the plants. Are all plants affected? Make a list of hardy plants. Of tender plants. The damage of early fall and late spring frosts. Note reports from the newspapers. Do frosts have any good effects?

#### *Preparation for Winter.*

In upper primary grades emphasize more and more cli-

matic and weather control. Fall work at home in getting ready for winter. The farmer's fall work.

Make list of animals and birds that are to be seen in winter. What ones are missing? Account for their disappearance. Can they find shelter and food? Discuss how the ones that stay with us are adapted to shift for a living.

The falling of leaves, the forming of buds and covering them with scales, fuzz and gum, the formation of hardy, well-coated seed, the sinking of sap to the roots of trees, the living roots and underground stems of such plants as die down to the ground and grow up next spring are changes made necessary by winter conditions. The interrelation should be traced. Make lists of perennial, biennial and annual plants.

#### *Conditions for Plant Growth.*

In the second or third year summarize what the weather study, plant raising and gardening has taught concerning the conditions necessary for plant growth.

*Plants Need Heat.* What month do plants start growth? Stop growth? Why? Compare the average temperatures of these two months. In early spring compare the plant on the north and south sides of a house, on hills and in valleys. Compare the temperatures. In which places does snow disappear first? Measure twigs to find out in what month they grow most rapidly.

*Plants Need Light.* Show onions, potatoes, etc., that have sprouted in a dark cellar. Grow wheat or corn in the dark. Cover some grass with a board and note the change in two or three weeks. Note again how the school and house plants turn toward the sun. Investigate how leaves are arranged on twigs and twigs on branches, and lead the children to see that the best possible adjustments to light is secured.

*Plants Need Moisture.* Seek illustrations of the effects of much and little moisture—rainy months and dry months, hills and valleys, swamps, meadow flats and upland meadows. Recall cases when the school or home plants were forgotten.

*Plants Need Soil.* Seek illustrations of the effects of plenty and scarcity of soil—steep bluffs and alluvial plains, rocky areas and meadow lands, etc.



NOTE DIFFERENCE IN VEGETATION ON THE PLAIN AND THE BLUFF.



DECEMBER, 1911

# ATLANTIC EDUCATIONAL JOURNAL

Conducted by  
H. E. BUCHHOLZ  
with the Advisory Counsel of

E. F. BUCHNER Johns Hopkins University	FRANK A. MANNY Teachers Training School Baltimore
ISOBEL DAVIDSON Supervisor of Primary In- struction, Baltimore County	LIDA LEE TALL Supervisor of Grammar Schools, Baltimore County
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JOHN W. HALL University of Cincinnati	ROSE I. CONWAY Illustrator

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Among the miscellaneous correspondence which daily reaches the desk of the editor of the JOURNAL there recently came the following:

**A WORD OF EXPLANATION** "Sir: Will you please inform who wrote [*sic*] the article entitled 'Advertising Baltimore' which appears this month in the ATLANTIC EDUCATIONAL JOURNAL?"

We like to reply in a courteous manner to all communications, even the most foolish and peurile, and had this letter been differently signed, we should probably have explained in a polite note that the JOURNAL editorials are not personal articles any more than are the editorials of the *Nation*, the *Outlook*, or one of the great daily newspapers. It happens, however, that the missive in question bears the signature of a notorious malcontent and trouble-maker among the Baltimore city teachers, and so we sent no reply at all. A few days later the man in question came into the office and behaved in such a violent and insulting manner that it was impossible for the editor to maintain his self-respect and continue the interview, and the visitor was accordingly shown the door. After some reflection upon this incident, it has seemed to us that this is an appropriate time to make in a very positive way a statement about the JOURNAL and its policy.

First, a word of explanation as to the recent change of management in the JOURNAL office. Last spring a department head of the Johns Hopkins University called upon the present publisher, whose name now appears at the head of the editorial department of the JOURNAL, and inquired if he would consider taking over the control and manage-

ment of an educational journal. At that time the present head of the ATLANTIC was publishing one educational monthly, editing another periodical, publishing a series of educational monographs, and taking a more or less active part in various other publishing and editorial enterprises. It was explained to him by his visitor that owing to the heavy burdens entailed on the two principal editors by their professional and editorial duties, and several prospective changes, the editorial board of the ATLANTIC EDUCATIONAL JOURNAL was upon the verge of dissolution and that a reorganization would be necessary. No lure was held out of large profits from the time and money to be invested, nor even of fame and glory to be achieved. The proposition was presented rather as a matter of duty, and in that spirit the present management assumed full control of both the editorial and business departments of the ATLANTIC EDUCATIONAL JOURNAL immediately after the June issue had been distributed.

Naturally the first question that confronted the new management was that of editorial policy. By agreement between the present and the former management, it was editorially announced in the June number that the character and policy of the JOURNAL would remain virtually the same, while every effort would be made to increase its practical value to teachers. The JOURNAL had been started as a strictly local paper, but had soon changed its name and gradually broadened its scope and character, until it became known and respected in every section of the country. Nevertheless, a large part of its support had been derived from Maryland and adjacent territory, and naturally a large proportion of the editorial and news space was still devoted to local questions. It was an ambition of the new management to make the ATLANTIC national in the fullest sense of the word, and to build up its subscription list, upon the foundation already laid, in all parts of the country. But a truly national journal must judge every situation, even one in its own publication city, from the national point of view. The JOURNAL therefore treats a Baltimore situation with the same impartiality that it would treat a situation in New York, St. Louis or San Francisco.

In accordance with this policy the JOURNAL, under both its present and former management, has treated the Baltimore school situation from the broad point of view of public policy, of what is sound and right and efficient and progressive in educational organization and administration. If it had been a project conducted for revenue only, it might have catered to the disgruntled teachers and principals in their fight, and thereby have won their enthusiastic indorsement and substantial additions to its subscription list. It chose to place principle above expediency, and the public good ahead of selfishness. It follows from all this that the JOURNAL is an institution. Its editorials are not personal articles, but the expressions of a broad general policy. No one individual is responsible for them or would be permitted to claim them as mere individual con-



tributions. They represent the professional policy of the magazine. Some one person, however, must be the responsible head of every enterprise, and in the case of this JOURNAL the absolute control resides in the publisher whose name appears at the head of its editorial department. His is the ultimate responsibility, and this responsibility he expects to exercise according to his own best judgment as long as the property is his.

It follows from what has been said that the JOURNAL has no desire whatever to be arbitrary in its views on educational questions. Its pages are open to its readers, and they are welcome to use its columns in moderation to state their views, however much those views may differ from the policy of the JOURNAL. They are, in fact, cordially invited to do this. We must, however, expect every communication to meet a reasonable standard of courtesy, good faith and good sense, and be free from offensive personalities. The letter which prompted this statement comes from a man who is not a subscriber to the ATLANTIC, who does not belong to the element of the teaching force to which we would look for either useful criticism or financial support; coming from such a source, and in the light of the writer's subsequent conduct, it is clearly an impertinence, besides being written in such slovenly manner as to say something different from what the author evidently intended to ask.

To speak further of our attitude on the Baltimore school situation would be merely an unnecessary repetition. Let it be added, however, that the JOURNAL has no personal prejudice or enmity against any of the conspicuous advocates and beneficiaries of the present school management. That the whole recent change constitutes a great wrong and is profoundly bad as a matter of public policy, and that it is fraught with appalling possibilities of evil, we firmly believe. Nevertheless, we should not hesitate to give praise where praise is due, even though it should fall upon the head of Mayor Preston himself. But we shall continue to uphold the right as we see it, regardless of threats or reprisals. When we wish to publish somebody's personal opinion on the situation, the articles will be signed, whether they are editorial or not. Those statements which are published without signature as the editorial opinion of the JOURNAL are, as we have already explained, on a different basis. Who conceived them, wrote them, or who approved them is a matter of no concern except to the publisher himself. For the public at large it must be sufficient that *the ATLANTIC printed them*.

H. E. BUCHHOLZ.

We invite the attention of our Maryland readers to the editorial article in the November JOURNAL entitled "Schools and Politics." The election is now over and the Republican candidate has been chosen by the voters as the next governor of Maryland. If we are correctly informed there is a good deal of alarm among

the county superintendents, some of whom fear that the appointment of Republican school commissioners will result in the dismissal of superintendents for political reasons. The statement made by Mr. Goldsborough through the JOURNAL last month ought to be encouraging, though it is true he talked principally of teachers without any specific reference to superintendents. It seems to the JOURNAL, however, that the wisest policy for the faithful and capable superintendent is to assume that Mr. Goldsborough is sincere in the general spirit of his promises, and to trust that he will not appoint to any of the school boards partisans who will vote to remove an efficient superintendent merely because he happens to be a Democrat.

Any efforts they may wish to make to forestall such an unfortunate policy should certainly be directed toward the end of impressing it upon Mr. Goldsborough that enlightened public opinion will no longer approve partisanship in the management of schools. Indeed, Mr. Goldsborough owes his election very largely to the extreme resentment aroused in Baltimore city by the school policy of the present "old fashioned" administration. Certainly it will be a vital mistake if the superintendents lend their influence to any partisan plan to rob the new governor of his appointing power. Such a plan might succeed in saving them temporarily (assuming that efficient superintendents are really in danger), but having set the example and lent their own influence to a partisan action, they could expect nothing but reprisals if the situation should change in the course of the next few years. On the other hand, it is eminently proper and right to bring every influence to bear on the governor-elect to convince him that the administration of the schools ought to be absolutely non-partisan and conducted solely with reference to efficiency and progress.

While the inauguration of a new state administration representing another party may be something of a trial and a source of some worry to even the most competent of the superintendents, the change, beyond any question, offers to the new governor a splendid opportunity for a great public service in the field of education. First of all, the new governor may, by living up to the letter and spirit of his party's platform and his own campaign pledges, pursue policies and set precedents that will go far toward eliminating political influences from the schools and toward making it extremely difficult for any future administration to bring about a reversion. The removal of commissioners and superintendents for improper partisanship or incompetency, or for the obvious improvement of the service, will be not only permissible but laudable. On the other hand, if the new governor should refuse to reappoint even a few Democratic commissioners, if his new appointees make a "clean sweep" or something approaching it in the superintendencies, it will be impossible for the executive to deny partisanship of a most offensive character. There is an impression among some that the governor is compelled by statute to appoint members of his own party in the place of all Democratic members of school boards whose terms expire next year. The law is

#### A GREAT OPPORTUNITY



bad enough, but not so bad as that; what it does require is that at least one-third of the membership in every board must be that of the minority party—a provision that unquestionably invites partisanship and in some measure compels it, but which does not make it impossible for the governor to rise above partisanship to some extent if he has the disposition to do so.

By taking advantage of this opportunity in the case of some Democratic members who are conspicuously useful, and by seeing to it that his Republican appointees are men who will leave politics behind them when they enter the board room, Governor Goldsborough will render a splendid service to the cause of clean and efficient administration of the schools. This is not the only opportunity; there is plenty of room for constructive work for school progress, but it is not too much to say that permanent improvement in any other respect will be most seriously hampered if not actually defeated in the end, if undertaken on the basis of political influence and party advantage.

The JOURNAL has been emphatic in condemning the manner in which the present school board of Baltimore city was organized and the policies it has put into practice. But

#### **TWO COMMENDABLE DECISIONS**

as these protests were voiced in support of the public good and in no spirit of partisanship, it is a pleasure to commend two good decisions which the Board has recently made. The most notable and important is, of course, the passage of the resolution to retain and extend medical inspection in the schools, despite the protests of sundry cranks and pseudo reformers. The resolution declares that the inspection must "not interfere with the personal rights of pupils or parents," which is eminently right and proper if interpreted intelligently and in good faith. The board is also to be commended for not allowing itself to be influenced by cheap ward politics to approve the removal of a colored school and the wanton waste of public property that would have been involved.

The appropriation of \$60,000 for the increase of salaries for Baltimore city teachers marks the attainment of an end for which the former Board

#### **HIGHER SALARIES AT LAST**

of School Commissioners worked heartily, and which had the consistent support of Superintendent Van Sickle. The JOURNAL has endorsed the movement repeatedly and emphatically, pointing out in some detail that the salaries paid in Baltimore are among the lowest paid in any important city in the country. But only condemnation is deserved for the dog-in-the-manger policy of some of the leaders among the elementary teachers, who used their newly-acquired influence to prevent any of the appropriation from going to the secondary teachers or supervisors, all of whom are as badly underpaid in proportion to the salaries prevailing elsewhere as are the elementary teachers. It is also a good time to recall that this appropriation could have been had a year ago, and would have been distributed in an equitable manner to all, but for the ill-

tempered and utterly futile policy of some of these same "leaders" who were more concerned about keeping up an agitation than about getting more money for the common good.

Last month the JOURNAL called attention to the kind of advertising which Baltimore is getting out of the recent upheaval in the schools. The

#### **MORE ADVERTISING FOR BALTIMORE**

whole story of the painful struggle of ten years for an efficient modern school system, and of the deplorable work of destruction which has occurred during the last few months, were duly chronicled by Prof. George D. Strayer of Teachers College, Columbia, in the November issue of the *Educational Review*. In calling the attention of our readers to this article we remarked that it would be read, quoted and discussed in every State in the Union. This quoting and discussing, however, will be chiefly in professional periodicals and among professional people, and only incidentally among others.

But the city has now had its advertising on the same subject in a more popular way, through the effort of Princeton University to obtain the services of Dr. John M. T. Finney as its president. The presidency of this great university is a subject of general interest among educated people in all vocations in every section of the country. Hundreds of newspapers, including every important daily in the country, have announced the Princeton offer, and the great majority of these papers have not failed to point out that, while Dr. Finney is a man of rare character and remarkable ability, whose services Princeton would be fortunate to secure, the mayor of Baltimore, in a brutal and insulting manner, dismissed Dr. Finney from the office of school commissioner, in which he was giving his services without cost to the people. Will this shameful revolution in the schools be likely to suggest to intelligent people elsewhere that Baltimore is a progressive city, or that it is a good place to come with children to be educated? Is it good advertising for Baltimore?

In their newspaper interviews various members of the Baltimore School Board, in commenting on the recent eruptions of the vice-principal of the

#### **THE BOARD AND TEACHERS' CONTROVERSIES**

City College, expressed doubt of the board's right to "settle" private out-of-school "controversies" between teachers. The members are quite right, of course, in believing that the board has no such power, particularly in a case like this where there is no "controversy" to "settle," except the one with Professor Strayer; Messrs. Manny and Gambrill are charged with being "sponsors" for Dr. Strayer—whatever that may mean—and have refused to be drawn into any squabble. But what the board has both the right and duty to consider is whether a man who airs his private grievances in this manner, who exhibits the personal characteristics this man has shown, is fit to be in charge of hundreds of impressionable boys, who may not be slow in following such an example.



# CONCRETE PROBLEMS IN ARITHMETIC

EXPENSES OF THE BALTIMORE AND OHIO RAILROAD USED AS THE BASIS FOR CLASS-ROOM WORK



By LOUISE GORDON  
STEVENSON

University of Cincinnati

unless "treated" or preserved by means of chemicals, when they are good for nearly 11 years.

Land, \$10 per acre.

Planting (labor and material), \$10 per acre.

Care and protection, 15 cents per year per acre.

Sawing, 10 cents per 400 ties.

Taxes, 3 cents per year per acre.

Hauling to railway, 5 cents per 400 ties.

Treating (3 cubic feet in 1 tie), .062 cents per cubic foot.

(Compare with wood-block paving).

After the ties are brought to the railroad, what will it cost to land them at their destination?

Cost of loading on cars, 1 cent per tie.

Shipping, 1 cent per 100 miles.

Distributing, 5 cents per tie.

Putting into place, .105 cents per tie.

What is the total cost of a mile of ties, counting 2800 ties to a mile of track? If the Cincinnati, Hamilton & Dayton Railway—a recent purchase of the Baltimore & Ohio—contains 1014 miles and renews 10% of its ties each year, what are its annual expenses for tie renewal? Suppose that it continues to renew at this rate, in how many years will the present ties be entirely removed? If the ties were not treated, how much oftener would renewal be necessary? What per cent. would have to be renewed yearly? What would the Baltimore & Ohio's yearly expense be, then, for ties on this one branch? Do you think that it pays to have ties treated?

## II. RENEWING RAILS.

What change is constantly being made in the character of rails? Why is this an improvement? Of what are rails made? (First wood; then iron or steel.) Where are the great steel centers of United States? Pittsburgh, Chicago. At these mills the standard price of steel rails has been \$28 a ton for many years. If the Cincinnati, Hamilton & Dayton, which, we must remember, is only a small branch of the Baltimore & Ohio system, renews 11 per cent. of its rails on the main track annually, what does it cost? *What do you want to know in order to estimate that?*

(a) How many tons of rails in a mile of track? The railroad companies have found that the number of tons of rail to a mile of track is always  $11/7$  times as much as the weight (in pounds) of a yard of rail. The old rails weighed 80 pounds per yard. How many tons of that in a mile?

Now, however, the railroads are using 90-pound rails. How many tons of 90-pound rails in a mile of track?

(b) What expense besides the price of the rails has to be met?

ON April 30, 1911, a branch of the Pennsylvania Railroad took off two first-class passenger trains running between Cincinnati and Chicago; at the same time nearly every other branch of that great system took off one or more such trains. The Baltimore & Ohio Railroad and many other companies did the same thing. *What was the reason?*

Do people travel less than they used to? What other source of income has a railroad besides the carrying of passengers? Do farmers and manufacturers ship less often than they used to? Are there perhaps fewer products to ship? Then why, if travel is constantly increasing, if new territory for shipping is being opened up all the time and the amount of freight shipped is many times what it was several years ago (because of the increase in the amount of products and in the various kinds of products—automobiles, machinery, improved agricultural implements, etc.)—why are the railroad companies always making such a poor mouth, as people say, and claiming that they must cut down their expenses?

*Are a railroad's expenses really so heavy? What are some of them?*

In our study of the Baltimore & Ohio Railroad we found that one of its heaviest expense items was for repairs and improvements. What are some repairs and improvements that must be made every year on one section or another? *What do these cost?*

## I. TIES.

Where does the company get the lumber from which the ties are cut? Does it own any land that could be used to grow timber? How did it acquire this land?

The Pennsylvania system employs a man whose sole business it is to superintend the planting of trees for tie timber. He is called the Forester. In 1911 this official reported that 2,000,000 trees had been planted for the Pennsylvania lines east of Pittsburgh and Erie.

Let us see what it costs to raise the timber for a tie: An acre of land is needed to grow timber for 400 ties. What other expenses would occur besides the bare cost of the land? Planting, care, protection, taxes, sawing, hauling. How soon will the trees be large enough to cut? Red oak and red pine mature in 40 years. Then how long will they last? Pine ties last only four years,



1. Freight charges from the mills. [Railway companies charge one another one-half cent per ton per mile for shipping rails.]

2. Unloading in the yards, 10 cents per ton.

3. Taking up the old rails, 29 cents per ton.

4. Placing new rails on ties, \$2.22 per ton.

### III. TUNNELS.

Tunnels are one of the most important improvements made on the Baltimore & Ohio. Why are they so *expensive*? How are they made?

Discuss drilling, explosives, different kinds of labor required, etc. What keeps the walls from falling in? Linings of concrete for the side walls, brick for the arch at the top. *Let us find the cost of a tunnel.*

Six different kinds of explosives, in 50-pound boxes, which cost 20 cents a pound. If the number of boxes of each kind ran as follows, what was the total cost?

403¾  
2123½  
1609½  
1781¾  
232  
41½

The labor for blasting and doing some hand work cost the following:

Superintendent, one-half month, at \$500 a month.

Superintendent, one month, at \$250.

Four engineers for 30 days, at \$4 a day.

Three machine repairers, 30 days, at \$3.50 a day.

Four firemen, 30 days, at \$2.50 a day.

Two blacksmiths, 30 days, at \$4 a day.

Two blacksmith helpers, 30 days, at \$2.50 a day.

Carpenters' wages, 396 days, at \$3 a day.

Foremen's wages, 160 days, at \$4.50 a day.

Drillmen, 294 days, at \$3.50 a day.

Dumpmen, 60 days, at \$2.50 a day.

Drivers, 60 days, at \$2.50 a day.

Other laborers, 5021 days, at \$2.75 a day.

Timekeeper, 30 days, at \$2.50 a day.

Lampmen, 60 days, at \$2.50 a day.

Why an irregular number of days for carpenters and others?

After the dirt was removed, what had to be done? *What did the concrete side walls cost?* What is concrete made of?

#### 1. Rock, sand, cement.

Cement (for every cubic yard of lining), 1.5 barrels, at \$2.36.

Sand (for every cubic yard of lining), .33 cubic yard, at 36 cents.

Rock (for every cubic yard of lining), .5 cubic yard, at 55 cents.

Dry rock backing (for every cubic yard of lining), .04 cubic yards, at 55 cents.

2. *Hauling.* Cement (per cubic yard), 24 cents

Sand (per cubic yard), 17 cents.

Rock (per cubic yard), 18 cents.

#### 3. *Average daily labor.*

One foreman, \$135 per month.

One foreman, \$3.75 per day.

One foreman, \$3.25 per day.

Three carpenters, \$3 per day.

Twelve laborers, \$2.50 per day.

#### 4. *Also men working on building of side walls.*

Two foremen, at \$135 per month.

Two foremen, at \$3.25 per day.

Two foremen, at \$3.75 per day.

Six carpenters, at \$3 per day.

Twenty-six laborers, at \$2.50 per day.

#### COST OF BRICK ARCH.

Develop expenses besides the bricks.

#### 1. *Materials.*

Bricks (per cubic yard of lining), 526 bricks, at \$7 per 1000.

Cement (per cubic yard of lining), 1.18 barrels, at \$2.40.

Sand (per cubic yard of lining), .263 cubic yard, at 82 cents.

Dry rock backing (per cubic yard of lining), .483 cubic yard, at 75 cents.

#### 2. *Hauling (per cubic yard).*

Brick, 89 cents.

Cement, 19 cents.

Sand, 13 cents.

#### 3. *Average Daily Labor.*

One foreman, \$135 per month.

One brick mason foreman, \$6.50 per day.

One foreman, \$3.75 per day.

One foreman, \$3.25 per day.

Seven brick masons, \$6 per day.

Three carpenters, \$3 per day.

Twenty-five laborers, \$2.50 per day.

*Those Mixing Mortar, Etc.*

One foreman, \$135 per month.

One foreman, \$3.75 per day.

Two brick foremen, \$6.50 per day.

Seven brick masons, \$6 per day.

One carpenter, \$3 per day.

Twenty-one laborers, \$2.50 per day.

*Those Who Put Dry Rock Backing in Place.*

One foreman, at \$135 per month.

Two foremen, at \$3.25 per day.

Four carpenters, at \$3 per day.

Discuss appreciation when we ride on the railroad.



A TWENTIETH-CENTURY B. & O. PASSENGER TRAIN.



INTERIOR OF A B. & O. DINING CAR.



# CHRISTMAS POEM PAGE

Selected by MARTHA S. POPE, Friends' School, Baltimore

Merry, merry Christmas,  
Haste around the earth;  
Merry, merry Christmas,  
Scatter smiles and mirth.

Merry, merry Christmas,  
Be to one and all!  
Merry, merry Christmas,  
Enter hut and hall.

Merry, merry Christmas,  
Be to rich and poor!  
Merry, merry Christmas,  
Stop at every door.

Merry, merry Christmas,  
Fill each heart with joy!  
Merry, merry Christmas,  
To each girl and boy.

Merry, merry Christmas,  
Better gifts than gold;  
Merry, merry Christmas,  
To the young and old.  
—FATHER RYAN, in *A Christmas Chant*.

## CHRISTMAS

The world His cradle is,  
The stars His worshipers,  
His "peace on earth" the mother's kiss  
On lips new-pressed to hers:

For she alone to Him  
In perfect light appears—  
The one horizon never dim  
With penitential tears.

Are ye the ghosts of fallen leaves,  
O flakes of snow,  
For which, through naked limbs, the winds  
A-mourning go?

Or are ye angels, bearing home  
The host unseen  
Of truant spirits to be clad  
Again in green?

—JOHN B. TABB.

So now is come our joyful'st feast,  
Let every man be jolly;  
Each room with ivy leaves is drest,  
And every post with holly.  
Though some churls at our mirth repine,  
Round your forehead garlands twine,  
Drown sorrow in a cup of wine  
And let us all be merry.

Now all our neighbors' chimneys smoke  
And Christmas blocks are burning;  
Their ovens they with baked meats choke  
And all their spits are turning.  
Without the door let sorrow lie,  
And if for cold it hap to die,  
We'll bury it in a Christmas pie,  
And evermore be merry.

—GEORGE WITHERS, in *Christmas*.

## EVERYWHERE, EVERYWHERE, CHRISTMAS TONIGHT

Christmas in lands of the fir tree and pine,  
Christmas in lands of the palm tree and vine;  
Christmas where snow peaks stand solemn and white,  
Christmas where cornfields lie sunny and bright;  
Everywhere, everywhere, Christmas tonight!

Christmas where children are hopeful and gay,  
Christmas where old men are patient and gray;  
Christmas where peace, like a dove in its flight,  
Broods o'er brave men in the thick of the fight;  
Everywhere, everywhere, Christmas tonight!

For the Christ-child who comes is the Master of all;  
No palace too great—no cottage too small.  
The angels who welcome Him sing from the height,  
"In the city of David a King in His might;"  
Everywhere, everywhere, Christmas tonight!

Then let every heart keep its Christmas within—  
Christ's pity for sorrow, Christ's hatred of sin,  
Christ's care for the weakest, Christ's courage for  
right,  
Christ's dread of the darkness, Christ's love of the  
light;  
Everywhere, everywhere, Christmas tonight!

So the stars of the midnight which compass us round  
Shall see a strange glory and hear a sweet sound,  
And cry, "Look! the earth is aflame with delight;  
O sons of the morning, rejoice at the sight;"  
Everywhere, everywhere, Christmas tonight!  
—PHILLIPS BROOKS.

Would you learn the road to Laughtertown,  
O ye who have lost the way?  
Would you have young heart, though your hair be  
gray?  
Go learn from a little child each day,  
Go serve his wants and play his play,  
And catch the lilt of his laughter gay,  
And follow his dancing feet as they stray,  
For he knows the road to Laughtertown,  
O ye who have lost the way!

—KATHERINE D. BLAKE.



# CONSTRUCTION OF DRAMATIC GAMES

## A GAME BASED UPON A FABLE

*The Wind and the Sun*

By EDITH WHITAKER

Westport School, Baltimore County, Md.

ART IS representative of human nature. It is because the artist understands human nature, because he can judge the relationships of life, that he possesses the means by which interpretation and creation are possible.

Every teacher possesses some measure of this ability. Therefore, she should dare to be an artist—to experiment in the construction of dramatic games, to modify games constructed by others.

Plot expresses forces in child life and their relations. The dramatic game is not given for the sake of activity alone. It is not a means by which one is introduced to activities, but it is representative of activities. The child's first language is bodily expression—pantomime. Movement is primary, words secondary, in his first games. This was so in the festival of long ago. Action predominated, the song was next, and spoken drama was the last and the crudest in development.

For little children, games may be based upon many of the Mother Goose rhymes. They are good literature, good drama, because true in their interpretation of human nature. There are many folk tales, legends, fables, myths, symbolic stories, and poems, which furnish excellent plots.

The music should help the child to feel the emotion expressed by the action of the play. Games should be flexible. Many folk dances are not suitable for children, but the music may be used and the dance modified.

Free composition on the floor may be tried, except with little children. The poem, "Leaves at Play," by Frank Dempster Sherman, gives much opportunity for imagination and the freedom on the part of the children. The music should help them to feel the emotion of the poem. They should be allowed to go on the floor and in their own way imitate leaves whirling and dancing in the wind.

### THE WIND AND THE SUN.

The following game was played and enjoyed by a group of first grade children.

The circle is used because it expresses unity of thought and action and gives opportunity for all the children to participate throughout the entire game.

The sun and the wind are personified. Personification is the most elementary form in both literature and art.

The child who takes the part of the man is allowed opportunity for free, original expression. He may do whatever he wishes to show that he is oppressed by the heat of the sun.

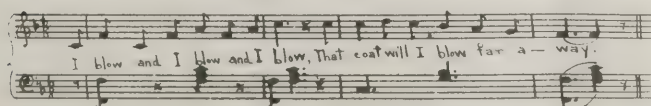
The climax is reached in the joy dance. The music is an attempt to express the emotion of the play.

The Wind—Chorus—Circle.

The Sun—Chorus—Circle.

The Man—A child in the center of the circle.

The children stand as they sing:



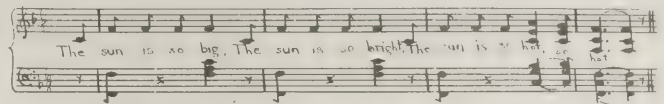
As the music is repeated they run quickly first to the right, then to the left, making the noise of the wind, "Oo-oo-oo."

The same music is used when, with arms circled above heads, the children skip toward the man and back again, singing—

I shine and I shine and I shine

To make that man melt away.

Then the children dance around joyously, singing.



## GAME BASED UPON A CHILD'S CLASSIC

*Little Black Sambo*

By IRENE M. STEELE

Roland Park School, Baltimore County

THE purpose of the dramatic game is the expression of a thought. It must really tell a story. It must tell it in a natural interesting way. The same principles that underlie a good story apply also to the game. It is simply another form of expression.

As nearly as possible there should be an opportunity for participation by all of the children all of the time. If each child cannot take a leading part, he can at least help to make up the chorus, the woods, the hedge, or whatever the game requires.

The following game is the result of an effort to apply some of the simple principles of dramatic art, in a practical way, and to show how a teacher may create a game from literary or other classroom material.

Although the words of the game were arranged by the teacher, and she acted as leader for the singing, the dramatization was developed with the children, and altered according to their suggestion. There is opportunity in such a game for variety of expression, depending upon the child's ability, and upon the joy he has had in the story itself. Freedom and spontaneity such as the children have when playing outside of school add to the value as well as the fun.

### LITTLE BLACK SAMBO

(Children form a circle and walk slowly around singing. Black Sambo in center.)

I

As Little Black Sambo was walking along,  
He met a big tiger so fierce and so strong.

(Black Sambo—in the circle—walks until he meets the tiger, who comes from the jungle—the circle.)

II

Said Tiger, "I'll eat you as sure as I live."  
"Oh, please don't," said Sambo; "my red coat I'll give."

(Gives coat to tiger, who puts it on and goes back into jungle looking very grand.)



## III

As Little Black Sambo was walking along,  
He met a big tiger so fierce and so strong.

## IV

Said Tiger, "I'll eat you as sure as I live."  
"Oh, please don't," said Sambo; "my trousers I'll give."

(Second tiger goes back into jungle looking very grand.)

## V

As Little Black Sambo was walking along,  
He met a third tiger so fierce and so strong.

## VI

Said Tiger, "I'll eat you as sure as I live."  
"Oh, please don't," said Sambo; "my umbrella I'll give."

(Third tiger takes umbrella and goes back into jungle feeling very grand.)

## VII

As Little Black Sambo was walking along,  
He met a fourth tiger so fierce and so strong.

## VIII

Said Tiger, "I'll eat you as sure as I live."  
"Oh, please don't," said Sambo; "my red shoes I'll give."

(Fourth tiger takes red shoes and goes into jungle feeling very grand.)

## IX

Each tiger in fine clothes to the jungle did go.  
"Ah, I am the grandest of tigers I know."

(When each tiger sees the others dressed so grand, they begin to fight.)

G-r-r-r.

## X

Black Sambo ran trembling behind a palm tree.  
Said Sambo, "Oh, dear, they've come to eat me."

(Sambo runs behind a palm tree while tigers fight.)

## XI

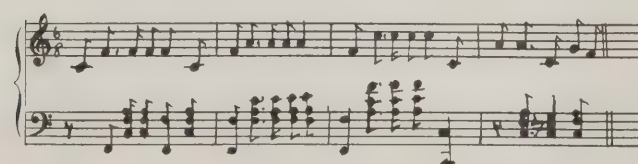
Each tiger, while fighting, his clothes threw away.  
"I'll wear them myself, then," Black Sambo did say.

(Black Sambo puts on clothes and runs home.)

## XII

Those tigers went whirling so fast round the tree,  
They melted to butter in India called Ghi.

(Circle goes around very fast and children all fall down.)



## GAME BASED UPON A NURSERY RHYME

*Is John Smith Within?*

By MARY ROGERS

Highlandtown School, Baltimore County

Is John Smith within?  
Yes, that he is.  
Can he set a shoe?  
Aye, marry, two;  
Here a nail and there a nail;  
Tick, tack, too.

The children are divided into two lines. They face at a distance of eight steps.

"Is John Smith within?" asks the first line, as it advances one step.

"Yes, that he is," replies the second, as it advances three steps.

"Can he set a shoe?" questions the first, coming forward two steps.

"Aye, marry, two," answers the second, as it is made more emphatic with a wave of the hand and stamping of the foot.

"Aye, marry, two," repeats the first, as it whirls a half circle.

The second line kneels and shoes the first line in the most approved fashion as it says:

"Here a nail and there a nail,  
Tick, tack, too.  
Here a nail and there a nail,  
Tick, tack, too."

Children face again. They may play it from the first, but lines change parts. At close comes the circle, children joining hands and galloping very fast, saying:

"Aye, marry, two,  
Here a nail and there a nail,  
Tick, tack, too."

The line form is used because of the contrast of thought and feeling. The plot develops in such a way as to lessen these differences. For this reason, the lines do not retire at any time. They move forward. All differences are settled. There is a unity of thought as revealed in the circle.

The origin of the game is from a familiar source. It is a community activity which the child makes his own. He understands it. There will be no nervous strain in playing it. Many games are of remote origin or are presented from the adult point of view. Often they mean nothing to the children. If we would utilize and develop their present instincts and growing ideas, much opportunity should be given for originating games from every-day material. The field of literature, with its fable, its myth, its jingle and poem, is rich in suggestion to the teacher who is earnestly seeking the best things for her children.



# A PRACTICAL PROBLEM IN CUBIC MEASURE

By ROSINA M. DEHNER

University of Cincinnati



THE following is a real problem which confronted us after the purchase of our property. Our lot was below the level of the street. We wanted to improve it and so decided upon filling it up to the level. Being a real problem of the teacher it could not fail to appeal to the pupils as genuine.

We purchased a strip of ground, adjoining the lot upon which our home was built. This strip of ground was 100 feet long, 60 feet wide and 6 feet below the level of the street. Is it desirable to have a lot next to your home which is so far below the level of the street? What could we do with it? Where could we get the dirt? How many cubic feet of earth did we need to fill this place?

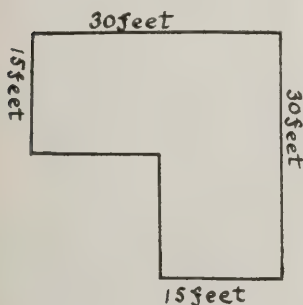
Street car tracks were to be laid on the main street in our town. The part of this street, from which we could get the dirt, was 1200 feet long, 30 feet wide and 1 foot was to be taken off. How many cubic feet of earth were to be removed from this street? We arranged to get half of this; how much did we get? The wagons in which it was hauled each held about 54 cubic feet. How large do you think the wagons were? Length? Width? Depth? How many wagon loads of dirt did we get from this place? What part of the lot did it fill? How much more dirt did we need? This dirt was hauled to us free of charge. How could the contractor afford to do this?

Another street in the neighborhood was to be fixed. The strip from which it was convenient to haul to our place was 850 feet long, 25 feet wide, and 1 foot was to be taken off. We got half of this. The wagons were the same size as before. How many wagon loads were hauled to us from here? We had to pay 15 cents a load for this. How much did we pay for this dirt? Why would we

have to pay for this dirt and not for the other? (No other demand for dirt the first time. No other place to haul it. There was a demand for it this next time. We offered the best price and so we got it.) After this was hauled what part of our lot was filled? How much more dirt did we need?

A cellar was to be excavated next door. The pupils may be

led to see, through the use of a diagram, that this shaped cellar meant exactly one-fourth of the square was not to be dug. The cellar was to be 8 feet deep. How many cubic feet of dirt were excavated? This was hauled by a wheel borrow, which was 3 feet long,  $2\frac{1}{2}$  feet wide and 1 foot deep. (It was deeper than this but you could lead the class to see that the wheel borrow could not be entirely filled.) How many cubic feet were hauled in one wheel borrow load? How many trips were made to haul all of this? We did not have to pay anyone for the



hauling. It so happened that we were able to do this ourselves. How many wagon loads of dirt would this have made? How nearly is our lot filled now?

How much did it cost us to fill our lot? How much would it have cost us if we had to pay 15 cents a load for all of the dirt? What was the average cost of each load of dirt?

There were no more chances just at that time to secure any more dirt, so we graded off the lot and finished it.

## BOOKS FOR TEACHERS

THREE RECENT PUBLICATIONS THAT WILL PROVE HELPFUL TO THE EDUCATOR

By FRANK A. MANNY

Teachers' Training School, Baltimore

A FEW years ago the appearance of a single book of direct value to teachers was an event. Many persons in the group of teachers who for two years past worked on the elementary course of study for Allegany county, or the members of another group who attacked the curriculum of activities at the Johns Hopkins summer school, together with many others, will find a mine of material and tools in recent publications.

There has been no more serviceable book available on Child Study than Kirkpatrick's *Fundamentals*. The author's new work,\* *The Individual in the Making*, is intended to serve as a manual which attempts "to trace the development of a child's mind as a whole through various stages instead of discussing separately the various instincts and other phases of child life." "The educator, like the mariner, needs a chart by which he may guide the child into the most favoring channels and past the most serious dangers that are found in each stage of development from childhood to maturity."

The first section has two chapters: "The Personality" and "Interest." In these are given the author's interpretation of present educational needs and tendencies. The growth of a personality out of conflicting tendencies unified by self-government leads on into a discussion of interest, which is "to mental life what digestion is to the physical."

Part II is concerned with stages of development. The periods are named (1) The Pre-Social; (2) Imitating and Socializing; (3) Individualization; (4) Competitive Socialization and Regulation; (5) Pubertal or Early Adolescent; (6) Later Adolescence.

Part III discusses the function of education and the aims, materials and methods of life at the different periods.

\*"The Individual in the Making." By E. A. Kirkpatrick. 339+ix pp. \$1.25. Houghton-Mifflin Company., New York.



Here is "A New Basis for Educational Courses" and direct application to curriculum problems in each division of the school.

The exercises at the close of the chapters and the bibliographical references for each chapter at the end of the book will render this work very valuable for use by individual teachers and in teachers' meetings, as well as in normal school and college classes.

Assistance of a very different but no less valuable kind is found in Thorndike's *Individuality*.<sup>\*</sup> The material has already appeared in other works by this author, but here it is in much less technical form, and will be available for use by less advanced students. Teachers need to check up their courses of study and work with individuals and groups by the formulations of scientists. The section on the nature, the causes and the significance of individual differences will help to clarify many local problems and to turn difficulties in classrooms into opportunities for growth on the part of both teacher and pupils. Suggestions of ways of searching and thinking out many of the questions brought up in any group of serious students occur in each of the pages presenting under the causes of individual differences the influence in turn of sex, race, family, maturity and environment.

The *Training School Course of Study*,<sup>†</sup> prepared at the Farmville (Va.) State Normal School under the leadership of Dr. C. W. Stone, is a notable contribution to our resources. Here is a book of 100 pages, accompanied by

<sup>\*</sup>"Individuality." By E. L. Thorndike. 56+x pp. 35 cents. Houghton-Mifflin Company, New York.

<sup>†</sup>"Training School Course of Study: A Tentative Formulation, 1911." State Normal School, Farmville, Va.

a chart for each of the seven grades. The work is labeled "A Tentative Formulation," but the term tentative should be taken to refer rather to the recognition of future growth than to any present inadequacy.

The material is arranged both by grades and by subjects, so that the usual compromises caused by the elimination of one or the other arrangement are avoided. The course is clearly functional, yet there is evidence throughout that the authors plan to live up to the principle stated in the introduction. "But it would be a mistake to conclude that particular attention to the *content* side of studies means that there is any less need for attention to the *form* side. Good teaching of the so-called three R's is just as essential in enabling pupils to learn a vitalized course of study as a formal one."

Much depends in this course on the "centers of interest." There are three which are common to all grades: "All our children *play*; all our children are affected by and are concerned with *seasonal changes*, and all participate in and are surrounded by *special day observances and celebrations*." In addition there is a center for each of the seven grades:

I, Home Life; II, Community Occupations; III, Community Industries; IV, Helps from Other Lands—Transportation and Life in Other Lands; V, Westward Expansion—The New World; VI, Colonization and Our Heritage from Great Nations and Individuals; VII, The Growth of Our Nation—The Growth of Our State.

A later edition is to include a table showing the time spent on each subject in the respective grades and the available standards for achievement in the respective grade, such as the *Courtis* units in arithmetic and the *Thorndike* scale of handwriting.



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# EDUCATIONAL NEWS NOTES

## PARAGRAPHS CONCERNING THE ACTIVITIES OF INDIVIDUALS AND INSTITUTIONS IN THE HOME AND FOREIGN FIELD

*School Contest in Buffalo.*—How the efforts of school children may be enlisted in building up a city is being demonstrated in Buffalo, N. Y., by means of a prize essay contest, the theme being the benefits that may result from patronizing home industries. The week preceding Thanksgiving was observed in Buffalo as Industrial Week, and not only the children, but their elders, also contributed to make this period one in which much should be accomplished for the commercial welfare of the city. Buffalo-made goods were given precedence during the week in the retail stores of the city, and even stereopticon pictures were enlisted to illustrate the chief factories of the city and how their products are made. The Chamber of Commerce promoted the essay contest among the school children, and was ably seconded by the Department of Education, headed by Superintendent Henry P. Emerson and C. N. Millard, supervisor of grammar grades. The rules of the contest required that essays should be submitted only from classes in which the required topic had been one of the regular composition subjects upon which all members of a class had written. The subjects selected were as follows:

Fifth Grade—How Miss Buffalo Can Help to Set My Winter Table.

Sixth Grade — Furnishing Our Kitchen with Buffalo-made Goods.

Seventh Grade—Buffalo-made Material I Can Use in Building My House.

Eighth Grade—Useful and Artistic Home Furnishings Made in Buffalo.

Ninth Grade—How Buffalonians May Dress in Buffalo-made Goods.

Sophomore High-school Class—The Completeness of Buffalo's Automobile Industry.

Junior High-school Classes—Buffalo—A City of Diversified Industries.

Senior High-school Classes — Patronizing Home Industries a Feature of Civic Patriotism.

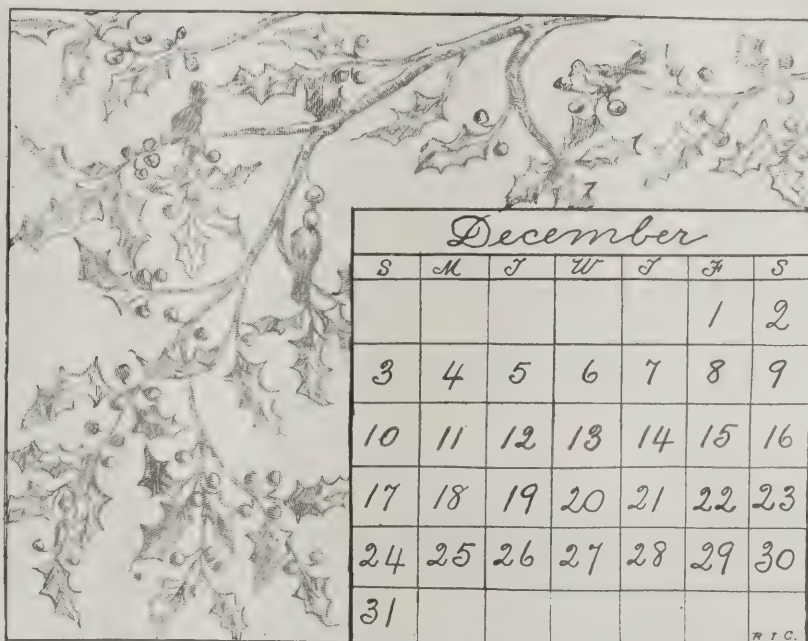
The children were given about a month's time in which to submit their essays, and the prizes offered were Buffalo-made goods ranging in value from \$1 to \$30.

JOHN W. CHAMBERLIN.

*The Curtis Tests.*—In our advertising columns this month there appears a request from Mr. Curtis for the co-operation of teachers throughout the country in determining the effect of a half-year's work in arithmetic

of what happens in the minds of children as they pass through our schools is sadly lacking, yet upon such knowledge all plans for real improvement must be based. The co-operative features of Mr. Curtis' work deserves special commendation, and we trust his request will meet with the response from our readers that his persistent efforts along these lines so richly deserve.

*The Typewriter Industry.*—Among the many American industries which distribute their products throughout the world and lead the old industrial



December						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

upon the children in any grade. The tests that have so far been made have revealed conditions of such startling inefficiency that we think many teachers will welcome this opportunity to test out conditions in their own classes, particularly as the tests are sold at cost. As to the general problem Mr. Curtis is attacking, there can be no doubt of its importance. Accurate knowledge

nations of Europe in size and importance, none is more typical of the aggressiveness and success of the American commercial spirit than the typewriter industry. It is stated upon competent authority that 90 per cent. of the typewriters used in the civilized world are made in the United States. Notwithstanding the large and growing market for typewriters in Eng-





## CHRISTMAS BLACKBOARD STUDIES

By Rose I. Conway



land, Germany and France, countries numbering in their population many skilled industrial workers, the fact remains that the people of these countries use American typewriters to a larger extent than ever before, although for several years foreign manufacturers have had machines on the market, and have competed vigorously at home and abroad. While typewriters were originally designed for regular correspondence, they are today used for all classes of tabulating, statistical and accounting work, so that many corporations use from four to ten times more typewriters in this work than they use for correspondence. A remarkable feat in the typewriter industry in the past decade has been the growth of the Underwood Typewriter Co. The Underwood Standard Typewriter was the original front stroke, visible-writing machine, and upon its appearance on the market in 1897 met with immediate popular approval.

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*Talbot County Spelling Bee.*—The School Commissioners of Talbot county, Maryland, have decided to hold an old-fashioned spelling bee to decide the championship of the county. The details have not yet been worked out, but the teachers of the various schools have been notified and preparations are being made. Several prizes will be offered.

*On to Homewood!*—Mr. H. Findlay French, secretary of the Johns Hopkins Endowment and Extension Fund Committee, announced recently that the committee will meet soon to formulate plans for obtaining the remainder of the \$2,000,000 necessary to move the university buildings to Homewood. Approximately \$1,200,000 of this amount is already pledged. Mr. French said: "No work will be done this winter at Homewood. A corps of men graded the tract of land last summer, and some foundations have

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been marked off. This work will be resumed in the spring."

*New York Teachers Meet.*—The Sixty-sixth Annual Convention of the New York Teachers' Association was held at the State capital, Albany, on November 28 and 29. Sessions were held in the assembly-room and committee-rooms of the State Capitol Building. The city was well prepared for the entertainment of the 4000 or so teachers who were in attendance, and the words "Welcome, Teachers" were displayed on a great electric sign at the entrance to Capitol Park. The social side of the meeting included a reception to the delegates and their friends in the Senate lobby and a buffet lunch in the Senate chamber itself. Hosts of pretty high-school girls carried trays of salad, cake and other tempting food to the visitors, while a well-filled table ran the whole length of the Senate chamber. Among the various sections to hold sessions were the following: Sub-normal and backward children, history, library, art and home economics, normal and training class, elementary school, mathematics, classics, commercial, music, kindergarten and hygiene and physical education. A program of "folk dances" by pupils of the grammar school was another feature, following a paper on "The Value of Folk Dances and Games" before the physical education section by Miss Mildred V. W. Patterson of Rensselaer.

*The Atlantic in Chicago.*—In the September ATLANTIC there appeared

an article by Prof. J. E. W. Wallin entitled "Public Schools in Baltimore" and based upon the report of the Commission appointed to study the system of education in the public schools of Baltimore. This article was recently used as a text for the faculty discussion by the Chicago Normal College.

*Death of Superintendent Fockler.*—John P. Fockler, aged 50 years, former member of the Maryland House of Delegates and for nearly nine years superintendent of Washington county's public schools, died at his home, Cavetown, on December 5. He was paralyzed a year ago. Mr. Fockler, who was a son of Benjamin Fockler, taught school in Washington county for 27 years. He was elected on the Democratic ticket in 1891 to the Legislature, and appointed a member of the Educational Committee. He was a member of the Reformed Church, Junior Order United American Mechanics and Free Masons. His wife, who was Miss Alice Harbaugh, and two children, Clifford B. Fockler, Cavetown, and Mrs. L. B. Anderson, Lynchburg, Va., survive. He was a brother of Prof. B. Edwin Fockler, principal of North East (Md.) High School.

*Virginia M. E. Educational Board.* A charter has just been granted to the Board of Education of the Virginia Annual Conference of the Methodist Episcopal Church South, Inc. The object of the board, it is understood, will be to take any action it sees fit toward establishing schools and colleges. The principal office of the board



will be in Richmond. It has no capital stock. It is authorized to consider, foster and promote the work of Christian education within the bounds of the Virginia Conference.

*New Recreation Center.*—The Children's Playground Association of Baltimore recently established a recreation center at the Eastern High School, Broadway and North avenue. This center will be open every Monday, Wednesday and Friday during the winter from 7.30 P. M. to 9.30 P. M. It is intended for young women and girls over 14. The features will include gymnastic and athletic games. They will consist of table games, folk games and round games, singing and marching, and also story-telling and dramatics. No fee is charged, and the activities of the center are under the direction of trained leaders.

*Superintendent Emerson Re-elected.* Superintendent Henry P. Emerson was re-elected at the city elections in Buffalo last month, and will again have charge of the Department of Educa-

tion. His plurality was much in excess of most other candidates on the winning ticket, in spite of an opposition that included some dissatisfied teachers. Mr. Emerson's administration of the schools was endorsed in the campaign by prominent citizens of both parties, and he made a number of public addresses preceding election, proving himself an excellent campaigner.

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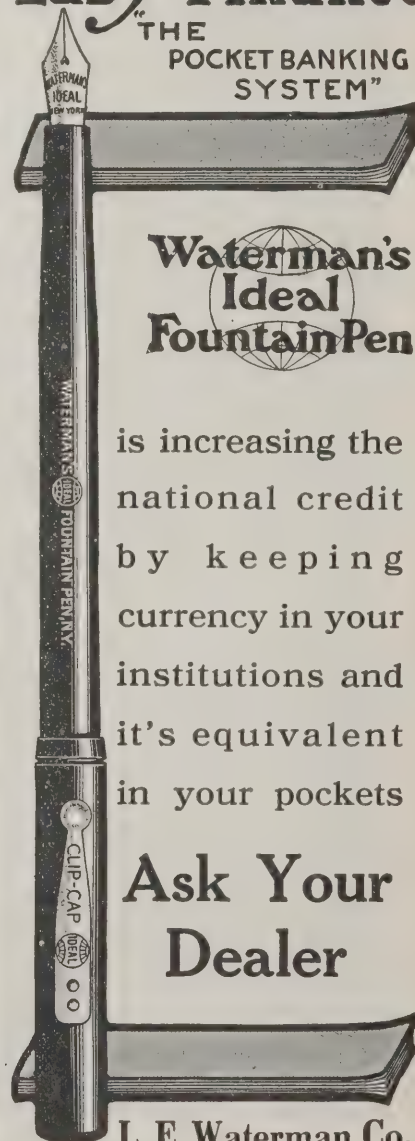
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# Books and Magazines

**An Introduction to the English Classics**, by William P. Trent, Charles L. Hanson and William P. Brewster (290 pp., \$1.25, Ginn & Co.), aims to encourage a thoughtful appreciation of the English literature that is worth while for pupils of high-school age. The book is in two parts: Part I, "Approaching the Classics," will prove a stimulating study and will be especially helpful to teachers of limited experience. It discusses literature, poetry and prose, reading, teaching how to read, the choice of books, memorizing, classics from the point of view of interest, miscellaneous classics, etc. Part II includes the study of typical classics, novels and romances, narrative poems, dramatic poetry, narrative and descriptive prose exclusive of the novel, descriptive and lyric poetry, expository and argumentative prose. It closes with a list of supplementary books, index of titles and an index of authors. A glance through the pages is enough to show that the book grows out of practical experience in secondary school work.

That **Sentences and Their Elements**, by Earle, Savage and Seavey, meets a recognized want is attested by the fact that the book is, in the second year of its copyright, in its second edition, "revised and enlarged." The purpose is "to give, as briefly as possible, the facts which the student in college needs as a foundation for his study of language." It gives these facts in a way to arouse thought as well as to impart knowledge, and can be advantageously used with advanced high-school pupils as well as with lower-class college students. Its point of departure—the sentence—is coming more and more to be recognized as the one logical point of departure for the study of English grammar. (The Macmillan Company, New York. 80 cents.)

**Myths and Legends of Alaska**. By Katharine B. Judson. 149 pp. \$1.50 net. Illustrated. A. C. McClurg & Co., New York.

Miss Judson has written two other books that have been well mentioned in reviews: *Myths and Legends of the Pacific Northwest* and *Montana: The Land of Shining Mountains*. In the present volume the author claims that the myths are authentic, the original collections having been made by the United States Bureau of Ethnology. In telling the stories the simple and terse directness of the natives has been followed. "The leading myth of the North, the Raven Myth, has been given with a fair degree of completeness." Fire, winter, light, winds, whales, moon, animals and cradle songs are included. The book is splendidly illustrated with full-page photographs, and the student of folk-lore will find it worth while adding to a collection of legends and folk-lore tales.

"Riverside Literature Series" (Houghton-Mifflin Company), which is a household word in all schools, has added to the list Aldrich's **The Story of a Bad Boy** (261 pp., 50 cents); Warner's **Being a Boy** (186 pp., 40 cents); Kate Douglas Wiggin's **Polly**

**Oliver's Problem** (212 pp., 40 cents), and Cooper's **The Spy** (415 pp., 50 cents). Teachers will be glad to have the first three books for their pleasure reading lists in schools. They are all illustrated, the print is good, the books are inexpensive, and they are needed in school libraries. Cooper's *The Spy* is edited by Charles Swain Thomas, head of the English department in the Newton (Mass.) High School. It is a biographical sketch, with questions and comments at the close of the book.

Ginn & Co. adds to the "Standard English Classics" Shakespeare's **Hamlet** (253 pp., 30 cents), with an introduction and notes by Henry N. Hudson.

To "Merrill's English Texts" has been added a small volume containing **Washington's Farewell Address** and **Webster's First and Second Bunker Hill Orations** (130 pp., 25 cents), edited by Fred. A. Smart. There are brief biographical and critical sketches, an admirable account of the battle of Bunker Hill and the building of the monument, with explanatory notes and exercises for study.

**The Poetry of Victor Hugo** (330 pp., 90 cents, Ginn & Co.), edited by John Squair and Pelham Edgar, is a recent addition to the "International Modern Language Series." The poems, which are in nearly all cases complete, are arranged in groups under topics, such as patriotic, narrative, nature, etc. There is a glossary of names, but no vocabulary; the notes are few, and the introduction is brief.

The **Longmans' French Texts**, edited by T. H. Bertenshaw, an English schoolmaster, is a series of small readers printed in well-spaced type that serves as a guide to pronunciation, and provided in each case with vocabulary, notes and exercises giving practice in the use of expressions and idioms occurring in the text. Two of the recent issues are Erckmann-Chatrian's *La Comète: Pourquoi Huncbourg Ne Fut Pas Rendu* (62 pp., 20 cents), and Zola's *L'Attaque du Moulin* (94 pp., 25 cents, Longmans, Green & Co.).

**Influences of Geographic Environment**. By Ellen Churchill Semple. 683 pp. \$4. Henry Holt & Co., New York.

To teachers of history and geography the name of Miss Semple is already familiar through her valuable work on *American History and Its Geographic Conditions*. The present large volume is based upon the *Anthropo-Geographie* of the distinguished German scientist, Friedrich Ratzel, who was Miss Semple's teacher and friend. It is not, however, a mere paraphrase or even restatement, but rather an amplified and modified exposition, after exhaustive research by the author, of Ratzel's theories and conclusions regarding the influence of geographic conditions upon the physical, moral, social and economic development of man. At the same time the complex and difficult treatment of the subject by the German scholar has been simplified and adapted to American readers.

While Miss Semple's pages are readable and not encumbered with useless technical

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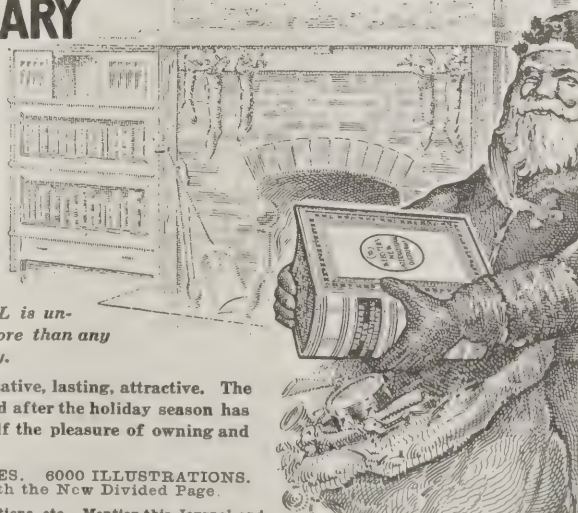
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terms, her book is in no sense a popular treatise or one that will be readily used by immature students and unintelligent teachers. It is the product of ripe and thorough scholarship and a real contribution to geographical literature.

**The Outlines of Educational Psychology.** An Introduction to the Science of Education. By William Henry Pyle, University of Missouri. 254 + x pp. \$1.25. Warwick & Yorke, Inc., Baltimore.

In many cases our textbooks are so heavily weighted with material that the classes using them find themselves fully occupied in getting their contents under control without having reasonable margin for much-needed excursions into other texts.

Dr. Pyle believes that a textbook should be a mere outline, to be elaborated by teacher and students. In 15 chapters he introduces his readers to the main currents of present psychological knowledge in its relation to education. The leading centers are Body and Mind, Heredity, Instincts, Habit, Memory, Attention and Fatigue. In each case the student is brought into contact with the subject as an immediate field of experimentation. The practical results of scientific studies are presented and the problems of the field are opened up. The questions, exercises and references lead out into wider ranges to the extent that the class or individual is ready for the undertaking. Many teachers who have called for selected references to original studies will find here the organization of material they have desired.

One may easily differ as to the relative value of some of the details given, but it will be difficult to find another textbook which affords so coherent a central movement with so wide freedom of selection from the larger field and careful guidance at all points at which this help is needed. F. A. M.

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**Vocational Algebra.** By George Wentworth and David Eugene Smith. Pp. 88 + iv. 50 cents. Ginn & Co., Boston.

The question is often asked, "What use has algebra in actual business operations?" This book states "when we consider the amount of algebra actually required to read with intelligence a trade journal or a workman's manual, or to throw light upon the solution of any useful problem of arithmetic, we find that the range of work is not extensive and that the difficulties of the subject are few. We are struck by the fact that the demand is generally limited to two things—the ability to understand and manipulate a formula, and the power to solve a simple equation in one unknown quantity." The work will be useful not only in commercial and trade classes, but also to teachers in more formal courses, who will find here a concrete approach to the subject and an organization of practical essentials to set over against the wider ranges leading to advanced scientific studies.

**Wentworth and Smith's Mathematical Series** consists of three books: Book I for Grades Third and Fourth; Book II for Grades Fifth and Sixth; Book III for Grades Seventh and Eighth. There is also a one-volume edition called "The Complete Arithmetic."

The authors make this statement in deciding upon the two well-defined divisions of textbooks in arithmetic, the spiral and the topical: "A teacher may prefer either one or the other, according to circumstances or training, and the same teacher may conceivably, in the exercise of the best pedagogic judgment, use under one set of conditions a textbook of one type, and when conditions changed a book of the other kind."

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Book I takes into consideration the repetition necessary for a child in the primary grades; hence the plan of recurrent topics. The oral work necessary for this grade is taken care of by a few typical oral problems at the beginning of each exercise. The contents are arranged as follows: Chapter 1, numbers 1 to 100, including addition, subtraction, measures, fractions; Chapter 2, numbers 100 to 10,000, including reading and writing numbers, addition, subtraction, multiplication, division, measures and fractions; Chapter 3, numbers to 1,000,000, includes addition, subtraction, multiplication, division, fractions, measures, denominate numbers, mensuration, bills and receipts, problem solving, and a general review. There is also an appendix, which contains tables for reference.

Suggestive lists of problems to meet special conditions are: Problems of the capacity of the farm, the railroads, the trolleys, making change, etc. The authors suggest that the teacher make further problems from statistics brought out in her classes in industrial arts, local concerns of the community, games and objects of study, and in all other lines which will furnish material for work in arithmetic.

Book II contains the topics: Writing and reading numbers, addition, subtraction, multiplication, and division of integers, factors, measures, multiples, common fractions, decimal fractions, short methods, denominate numbers, how to solve problems, practical measurements, and introduction to percentage. This last topic, introduction to per-



centage, may be omitted by schools postponing this work to Grade Seven. The treatment is full and sane, and gives in simple development the work for the two grades. If fractions, both common and decimal, is the accepted work for the Fifth Grade, then the Fifth Grade teacher will be concerned with the first eight chapters, and may adapt suggestions in Chapters 9, 10, 11 and 12. If the work of the Sixth Grade is to be largely simple percentage and its applications, then the Sixth Grade teacher will be concerned with the entire book.

Book III begins with percentage and goes on through ratio and proportion, powers and roots, measurements, banking, exchange, practical measurements and vocational problems. Good drill work is provided in the vocational problems, and good reasoning work in many pages of problems without number.

Upon the whole, one might wish that percentage were a little more fully developed in the second book; that longitude and time were omitted until the third book; that ratio and proportion might be begun in the second book; but the books are strong in every way and well worth consideration by superintendents who are contemplating a change of mathematical texts in their schools.

**Mental Fatigue.** A Comprehensive Exposition of the Nature of Mental Fatigue, of the Methods of Its Measurement and Their Results, with Special Reference to the Problem of Instruction. By Dr. Max Offner. Translated from the German by Guy Montrose Whipple. Pp. 133. \$1.25. Warwick & York, Inc., Baltimore. 1911.

Perhaps it would not be an exaggeration to say that the stellar task of the teacher is the prevention of mental fatigue, for the reason that fatigue spells error, inattention, disinclination to, or reduction of, work, inefficiency, irritability, lack of inhibition, auto-intoxication, reduced resistance, potential exhaustion, and eventual mental and physical deterioration or bankruptcy. Nothing so completely nullifies the good of the educative process as excessive fatigue. There are few schoolroom topics which, taken alone, are of such paramount practical import as the question of fatigue. By translating the well-known work before us, Professor Whipple has thus rendered a distinct service to a large body of teachers and students interested in increasing human efficiency to whom the original would never have become accessible.

Dr. Offner's monograph furnishes at once the most judicious appraisal, as well as the most comprehensive survey, of the foreign literature on mental fatigue. Its neglect of the American output is partly offset by the translator's fairly complete supplemental bibliography. He has critically surveyed the various physiological and psychological methods which have been used to measure fatigue, has pointed out the obstacles and difficulties inherent in each of the different experiments, and has indicated the experimental procedures which promise the richest returns to the future investigator. He has given a sketch of the symptomatology of fatigue; has described the various factors, aside from fatigue, which determine the work-curve; has sifted out and collated the important results derived from the past researches on fatigue; has systematized the principles and laws of fatigue deducible from the experimental data, and has offered various practical suggestions affecting the pedagogy of fatigue and mental hygiene.

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mental habits; the school principal or superintendent who plans his program of school work in ignorance (or defiance) of its rules and principles may be regarded as almost criminally negligible, and any training school for teachers which does not incorporate the basal facts regarding fatigue in its course in school economy or educational psychology is plainly delinquent in the discharge of its obligations to its students. The typography, proofreading and mechanical make-up of the book merit commendation.

J. E. WALLACE WALLIN.

**Historical Atlas.** By William R. Shepherd. 321 pp. \$2.50. Henry Holt & Co., New York.

Hitherto there has been no comprehensive historical atlas in English, such as the well-known German Putzger. This deficiency was partly remedied by the appearance of the *Atlas of European History*, by Prof. Earle Dow of the University of Michigan, in 1907, and a *New School Atlas of Modern History*, by Prof. Ramsay Muir of the University of Liverpool, in 1911. Even Putzger's *Historischer Schulatlas*, besides being printed in German, is decidedly heavy on the German side at the expense of England, France, and America; while Johnston's excellent *Half-Crown Historical Atlas* is over-weighted on the English side. Professor Shepherd, who set out with the intention of adapting Putzger, finally concluded to produce an independent work, for which teachers and students of history have much occasion to be thankful, for he has at last met the strong demand for a comprehensive, accurate, well-printed, well-indexed, general atlas of history. The maps, plans and charts are beautifully engraved by German workmen, whose work has not yet been equaled by that of the English and Americans. The volume contains many more maps than Putzger, and they are better distributed; one omission only we feel disposed to emphasize, namely, a general map of Europe in 1815. The index fills 94 pages of small type in triple columns, and gives references both to the page and the part of the map on which the place sought is located.

This will undoubtedly be accepted for a long time to come as the standard historical atlas for schools, libraries, and private reference.

G.

Of timely interest is **The Coming China** (298 pp., \$1.50, A. C. McClurg, Chicago), by Joseph K. Goodrich, sometime professor in the Imperial Government College, Kyoto. The author writes with sympathy and discriminating knowledge of present conditions and the possibility of a transformed China. He also discusses the Western attitude toward the Celestial Kingdom, and in particular the feeling in the United States and the duty of that country toward China. That China has a wonderful future he is firmly convinced, and one of his prophecies seems to have been realized almost before his book was off the press: "Changes of the most stupendous import, and almost cataclysmic in their effects, are manifestly to take place in China before long."

**Readings on American State Government.** By Paul S. Reinsch. 473 pp. \$2.25. Ginn & Co., Boston.

This is a very valuable addition to the list of "source books" and "readings," which is now becoming extended. The nine chapters are devoted, respectively, to the governor, the legislature, the judiciary, the criminal law, the state administration, education,



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prohibition, elections and nominations, and constitutional conventions. A large part of the material is quoted from official papers, and the remainder represents discussions by competent students or specialists. While intended primarily for use in college classes, this volume may well have a place in the high school library, and is certainly most convenient and valuable for the individual student of public affairs. The index is too brief, and in subsequent editions should be extended.

**Trails of the Pathfinders.** By George B. Grinnell. 460 pp. \$1.50. Charles Scribner's Sons, New York.

These tales of explorers, which first appeared serially in *Forest and Stream*, are of the popular character, but well written and based largely on the original narratives. Among the better-known subjects are Alexander Mackenzie, Lewis and Clark, Zebulon M. Pike, and John C. Fremont; the others include Alexander Henry and his nephew (fur-traders), Jonathan Carver (who at the close of the French and Indian War made a long exploration west of the Mississippi), Ross Cox (representative of Astor's Pacific Fur Company in Oregon), Samuel Parker (missionary in Oregon), Thomas J. Farnham (who led an exploring party across the Rocky Mountains in 1839-40), and various pioneers in the commerce of the great Western prairies. These chapters relate stories that are of real importance in the development of the great West, and will be read with both interest and profit by young people of high-school and grammar-school age. There is a full index.

**Government in the United States.** By James W. Garner. 416 pp. \$1.00. American Book Company, New York.

This simply written, elementary account of American government is well suited for use in high schools. It represents two tendencies in the teaching of the subject which are strongly marked in recent discussions and textbooks: a plan of study which proceeds from the local to the State government and last of all to the Federal, and much greater emphasis than was common a few years ago on the practical working of our several governments as distinguished from mere form and organization. The latter feature necessitates a certain amount of attention to the economic and social problems with which politics is now so largely concerned. Professor Garner gives considerable space to city government; he discusses such subjects as the administration of justice, the regulation of commerce, conduct of political campaigns, woman suffrage, and the initiative and referendum; and he devotes a chapter to the subject of citizenship. It must be admitted that there is room for wide difference of opinion as to topics for inclusion in carrying out the practical aim, and in this respect the author has on the whole shown good judgment; yet it seems extraordinary that no mention of the recall or of conservation of natural resources should be included, the words not appearing in the index.

Professor Garner's book is briefer and somewhat simpler than those of Ashley, Forman, and Guiteau. And in a field where changes are so rapid and constant the mere newness of a textbook is an item to be considered.

**The Seven Champions of Christendom,** by Agnes R. Matthews, is a romance of the age of chivalry. The tales it tells are full of wonders, but there is enough truth in them to help develop the more definite facts

of history. The book is written for children from eight to ten years of age, but older people might very properly use it. St. George, St. Denis, St. James, St. Anthony, St. Andrew, St. Patrick and St. David are the seven knights whose adventures and victories are told. There are interesting illustrations that would help in the topics of Medieval History in fifth or sixth grades. The book is to be recommended. (161 pp. Illustrated. 45 cents. Ginn & Co.)

King's series in "Woodwork and Carpentry" consists of five volumes, four of which are intended as textbooks for pupils of manual training, industrial trade, technical, or normal schools. They treat of the elements of woodwork, elements of construction, constructive carpentry, inside finishing. Book Five, a **Handbook in Woodwork and Carpentry**, is for the use of teachers who expect to teach the subjects treated in the other volumes. Three of these books are now out: *Elements of Woodwork* (156 pp., 60 cents); *Elements of Construction* (194 pp., 70 cents), and the *Teachers' Handbook* (142 pp., \$1). *Elements of Woodwork* contains chapters on the growth, qualities and uses of the different kinds of wood, the manufacture of lumber and the varieties of wood, the care of lumber, selection of tools, glue, and sandpaper and wood-finishing. *Elements of Construction* contains chapters on tools, method of reading working drawings, construction exercises, supplementary models and arithmetic questions. The arithmetic questions are very practical, and make a valuable addition to the economic study of construction materials, for this, in times past, in many schools, has been wholly neglected. These books will be received with favor.

**The Seventh Annual Report of the Education Department of the State of New York** is the 1911 report. It includes articles on elementary education, secondary education, higher education, visual instruction, the New York State Library, educational extension, State Museum and the science division, board of regents, judicial decisions of the Commissioner of Education, department of publications; religions, morals, ethics and the schools, by A. S. Draper; summaries and financial statements, and statistical tables. The volume will be interesting to superintendents and supervisors.

To the "Riverside Educational Monographs" (Houghton-Mifflin Company), a set of valuable books that is being edited by Henry Suzzallo, has been added **The Vocational Guidance of Youth**, by Meyer Bloomfield (116 pp., 60 cents). Mr. Bloomfield is director of the recently-organized Vocation Bureau of Boston, and is, therefore, brought face to face with the vocational problems in education. With the recent tendency to vocational training that is being well established in most of our cities, all the information along this line that can be made available is necessary for superintendents and teachers.

**The Princess and the Goblin**, by George MacDonald, has been beautifully bound and illustrated by the Caldwell Company (New York) as a holiday edition. There are 12 full-page illustrations in color and 30 text illustrations in black and white, which add to the charm of this very delightful book for children. Uniform with this volume are the author's other two books: *At the Back of the North Wind* and *Ronald Bannerman's Boyhood*.



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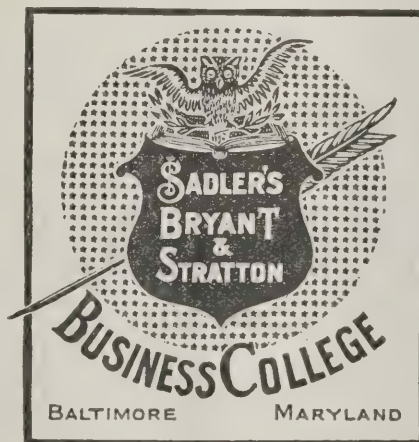
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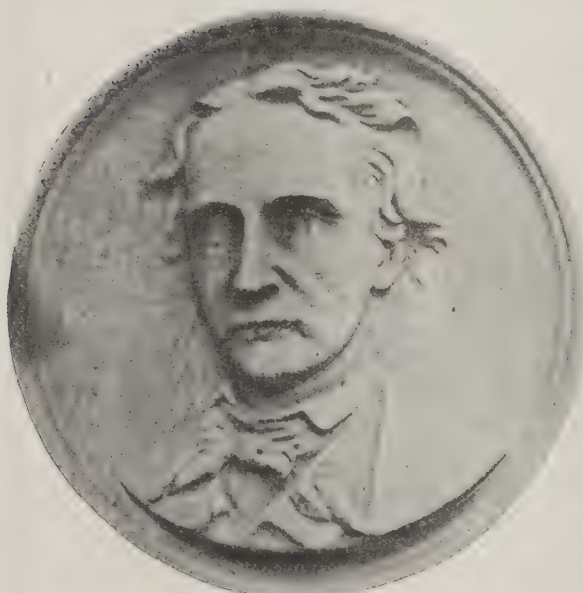
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EDUCATION, HELD IN BRUSSELS, BELGIUM

By THEDA GILDEMEISTER

Winona, (Minn.) State Normal School

SOCRATES said, "Know thyself;" modern life commands, "Know the other!" But how may we know the other? How may we meet on common ground? Especially, how may we understand one another when we can *not* afford time together? Certainly not by scientific observation which sets the individual off like an inanimate object to be dissected, for so sensitive is the human mind to such scrutiny that the reaction defeats the observer's purpose. "The more immediate way to the mental understanding of our friend is to think with him, to feel with him, to will with him, and thus to understand him by interpreting his meanings and intentions."

If this be the best method to employ with adults whose habits of life are so well organized as to act in a measure like a shield from which the weapon of observation is glanced off, how much more fully should we feel the need of this INTERPRETATIVE attitude towards children, who have no armor against the shafts that pierce their sensitive souls and often produce incurable wounds. Münsterberg feels that a few strong, versatile characters may be able to combine both an observational and an interpretative attitude toward children, developing one without injury to the other; but the average individual must either cultivate the one at the expense of the other, or else alternate them. Valuable as scientific observation is, if a choice must be made between it and interpretation, few would fail to choose INTERPRETATION as the better method. Certainly teachers would so choose; and that conscientious teachers have so chosen—have ever felt the need of this sympathetic knowledge of how children look at life—may be proved in many ways.

Progressively experienced teachers prove it by their thoro understanding of children; and inexperienced teachers, who have the interests of the profession at heart, are constantly asking such questions as the following:

1. "How do children arrive at some of their peculiar ideas, and how do they correct these wrong impressions?"

For illustration, a four-year-old friend of mine who was looking thru his scrap-book and chanced upon Landseer's picture of "The Highland Shepherd's Chief Mourner" asked his mother why the dog looked so sad. A few days later his mother found him crying over the picture because, as he said, "the dog was *so* lonesome without any master." Upon the mother's saying, "We'll give the dog a new master; I'll paste this picture of a man on the same page with him, and then he'll have a new master," smiles replaced the tears.

What belief lay behind the child's thoughts? What sensitiveness? How would such a child change so as to meet the world's buffetings with indifference?

A second question often asked by young teachers (and young mothers, too) is: 2. "Why do experienced teachers talk so much of children's MOTIVES, and how do these teachers *know* when children are not naughty, but merely child-like in the commission of some wrong act?"

Recently a friend told me the following delicious story about her nephew. A visitor wished much to see the boy. He, however, hating to leave his play and yet being exceptionally obedient, thus astonished his family, as well as the caller. Putting his head between the portieres, he fairly shouted: "Mamma's; dada's; nanna's; choo-choo!; tick-tock; and (pointing straight upward) siz - z - z ! ! !," then disappeared like the object he had last characterized. Of course this seemingly naughty conduct was explicable only to the initiated who had taught him the above responses to a set of questions commonly asked in the presence of guests, namely: "Whose precious baby are you? Whose little man? Whose sweetheart? Go like the train. What does the clock say? Show how the sky-rocket goes."

Another illustration of how motives may be misunderstood is found in the case of the little five-year-old who started to put a heated flat-iron on the face of his baby sister, but was caught by the nurse and branded as a wicked, jealous boy. In soothing his almost uncontrollable grief, Mother obtained Boys' viewpoint, which was: that mother seemed to worship the new baby, but baby was wrinkled, red and ugly; Boy wanted to win back some of the love that had been his and thought that greatly to please mother would be the best way; perhaps ironing out the baby's wrinkles and making her prettier would bring the coveted reward; to reap only contumely was heart-breaking.

Still other questions are:

3. "How can we most *quickly* put ourselves into sympathetic touch with child-life?"

4. "Can we *learn* beforehand how character gradually develops in children, or must we wait until we have had several years of experience?"

5. "Is there anything we can read that will help us know what children think about life?"

Teachers, then, have felt and do feel that it is imperative that we acquire an intimate knowledge of (1) the tendencies of children and (2) of methods of leading the child to a full realization of his selfhood. To do this we must have—

(a) an appreciation of child-philosophy as a whole, undifferentiated:

(b) a knowledge of differences and resemblances in children's attitudes toward life—that is a working basis,



formed through generalizing upon remarked similarities in children, coupled with the recognition of individual differences; and

(c) the realization of the unity of meaning in all life, or the endless complexity of every child's thought, a complexity that makes one realize how subtly every act, word, and attitude of elders may influence a child, how truly the smallest things may make or mar a happy life.

We must learn to see how interwoven are a child's desires and to realize what trifle may bring about a great sacrifice. A child who thoroly disliked house guests, first, because she was shy, and second, because she had often to see her most precious preserved playthings shattered by the visiting children, one day astonished the household by urging a family reunion. It later transpired that she wanted to display a paper fan recently given her for "her very own."

How to KNOW THE MEANING of children's tendencies and how best to EDUCATE these tendencies are then two phases of one problem, the solution of which has assumed many forms, a few being:

- (1) theoretical study of psychology and of pedagogy;
- (2) scientific or observational child study;
- (3) reminiscence;
- (4) intimate and sympathetic association with children; and
- (5) a study of children depicted in good literature.

Valuable as each of the first four forms of the solution can be proved, it is with the fifth that we are now primarily concerned. The only *open sesame* to the inner heart of childhood is a true personal interest in the child world; each of us understands child life through his own childhood and through the children he knows. And since the door will open more freely the wider one's acquaintance with children, and since children in literature are as truly personal friends as are living children, it is plain that whenever one knows intimately another child through autobiography, biography, or even fiction, one has acquired some ALERTNESS-TO-SEE, some of the desired INTERPRETATION-SENSITIVENESS which admits him to the child world.

No one need fear to accept what literature (*real literature*) teaches, for standard literature voices not the thought of the writer alone, but the values of life set by the age in which he lives. Universal truths are concretely realized in every character portrayed. In a book requiring but a few hours to read, we may follow the subtle changes in a man's character and learn in our own lives to avoid the first false step he made, or to emphasize a right one. Life seldom lets us see a whole story; we get only tiny glints of the million threads that cross and recross in the light upon our paths. The artist writer—the genius—with broad vision, puts the sections into a consistent setting, adjusts relative values for us, and produces a result that helps us to form ethical judgments and standards of behavior for ourselves and others.

When one has read Kenneth Graham's *Dream Days* and *A Golden Age*, books which take us directly into the heart of childhood, he is ready to look beneath the surface for motives. Perhaps you recall the story of Harold's most innocently ruining a handsome book, and, though you appreciate the elders' horror, you must fail to sympathize with their fear that the child is a hardened criminal. You remember he was forced to go with his Aunt to call upon a wealthy parishoner. At first all went well: he quietly dangled his legs from the too-high chair and stared about him. But when the hostess and her guest forgot the passage of time in a warm discussion of the fashions, Harold slipped from his chair and counted the books so stingily locked into glass cases, touching the glass at each step with his moist finger. At last he spied a book on the window ledge—the only one left in the open, hence plainly meant for the inspection of a chance visitor

(like himself). It proved too heavy for him to take down, but in falling (imagine the damage to the binding) it accidentally opened to a picture which really promised much,—so the book was spread on the rug near the grate and Harold lay prone beside it—the only proper way to read, anyway—and began to devour the contents. The leaves would not lie flat long enough to suit the lad, but, fortunately the coal bucket stood near at hand, and two lumps were quickly appropriated for paper weights—easily brushed off when the time came to turn the page. And oh, how increasingly fascinating grew the pictures! But just as the boy was on the verge of discovering what was within a certain city's walls, the hand of an outraged hostess and the voice of a horrified relative recalled him from his Heaven.

Possibly your first inspiration to look for the child-heart came from such a story as Donnell's *The Feel Doll* or *The Hundred Oneth*, or from Campbell's *The Apple of Discord*.

Autobiographies, written at a period of life when childish experiences are shrouded in mist, can not be trusted for bare facts but contain, as Goethe recognized, much added poetry. "Nevertheless the individual who has lived the life can best bring us into touch with it, and the very poetry is as true as the fact because interpretative of the spirit," hence it is that autobiography is the best form of literature for our purpose. For example, one who has followed Hans Christian Andersen's story of his life can not fail to sympathize with the naiveté of childhood, the variable sense of selfhood in children, childish pride in dress, as well as with a child's sensitiveness, superstition, and exaggerated piety.

It was an attempt to meet the needs of students who had little or no idea of the great child-world as distinct from that of the adult and yet who were soon to go out (from our Normal School) to train forty or more sensitive souls, that this study was begun and a list of over 100 books made.

It has been worth while; for many students have learned, e. g., from Clara Morris' *My Pirate*, how children may live in a world of fear; from Winston's *Memoirs of a Child* and Graham's *A White Washed Uncle* how lacking in appreciation of adults' humor many children are; from Robert Louis Stevenson's *The Lantern Bearers* and *Child's Play* how children *live* in their make-believes (realities to them); from Myra Kelly's stories (e. g., *Games in Gardens*) how literal children are apt to be; and from Harker's *Heresies of Paul* how fully a child is governed by the literature he is at the moment reading.

In its applications, however, all this reading will be of little assistance to the teacher unless she is quick to see the LIVING child's deeper thought from the surface expression. And because we must guard against hurried conclusions, because all children of our acquaintance can not be run into a single mold, we need to read as profusely and diversely as possible in the field outlined.

#### SUGGESTIVE READING LIST FOR TEACHERS.

1. *Childhood, Boyhood, Youth*: Count Tolstoi.
2. *The Story of a Child*: Pierre Loti.
3. *The Story of My Life*: Hans Christian Andersen.
4. *Father and Son*: Edmund Gosse.
5. *The Story of My Life*: Helen Keller.
6. *Evolution of Dodd*: W. H. Smith.
7. *The Hoosier Schoolmaster*: Eggleston.
8. *The Hoosier Schoolboy*: Eggleston.
9. *Cuore; or, The Heart of a Boy*: De Amicis.
10. *Dickens as an Educator*: James L. Hughes.
11. *Dream Days*: Kenneth Grahame.
12. *A Golden Age*: Kenneth Grahame.
13. *The Child in the House*: Walter Pater in Miscellaneous Studies.
14. *Ten Boys from Dickens*: Sweetser.



# FURS

## A STUDY IN INDUSTRIAL GEOGRAPHY FOR THE LOWER GRAMMER GRADES

By MARGARET L. SHAUGHNESSY

Canton School No. 1, Baltimore County

OF THE great "Industrial Triad" of Food, Shelter and Clothing which form the three great needs of man, perhaps none is more world-wide, nor richer in geographical and historical facts than the large topic of clothing which takes the child to the blue flax fields of Ireland and other countries; to the silkworm farms of France and China; to the rubber plantations of Brazil; to the sheep ranches of the West; to the cotton fields of the "Sunny South" and to the land of ice and snow, the home of our "furry friends," the hunting of which, for their valuable peltries, have had an influence upon the settlement and development of our country and Canada.

### TOPICAL OUTLINE.

#### *Aim—To Teach:*

a. The fur-bearing animals; the homes and habits of a few.

b. The origin of the great fur trade; its value; growth and influence upon Canada, the great Northwest and New York.

I. An Imaginary Journey to the Northwest, Alaska, Canada, Russia.

A. A. Map-reading.

B. Study of zones.

B. Why and where worn:

A. All the year.

B. Part of the year.

C. Not at all.

II. Kinds of fur-bearing animals:

A. Homes.

B. Habits (of a few).

III. Trapping and Hunting:

A. How hunted.

B. Why hunted.

C. What the trapper must know.

D. Life of a trapper.

E. How the pelts were carried to the trading posts.

IV. Dressing Pelts.

A. Removing pelt.

B. Drying.

C. Scraping (primitive—modern).

D. Washing.

E. Cutting—matching.

V. Value of Furs.

A. To Indian.

B. To trader.

C. Why valuable.

VI. The Indian Fur Trade.

A. Why the Indian first hunted.

B. What led him to hunt in greater numbers.

C. What led the French and English to settle in the Northwest.

D. Hudson's Bay Company established (1670).

E. Northwest Company (1787).

F. Coalition of Hudson's Bay and Northwest Companies (1821).

VII. Relation with the Indians:

A. Indian, an important factor.

B. Trapper's dependence upon the Indian.

C. How this relation affected the life of the Indian.

D. Effect upon the development of the Northwest.

1. First explorers.

2. Road makers.

3. City builders.

VIII. Procuring the Furs.

A. Trading.

B. What they traded.

C. Standard of trade ("Made Beaver" Castors).

D. Trading posts: Edmonton, Winnipeg, Montreal, Oswego, Council Bluffs, Dubuque, St. Louis.

E. Life at the trading posts.

IX. The New York Fur Trade

John Jacob Astor and fur trade.

A. Life of Astor (sketch).

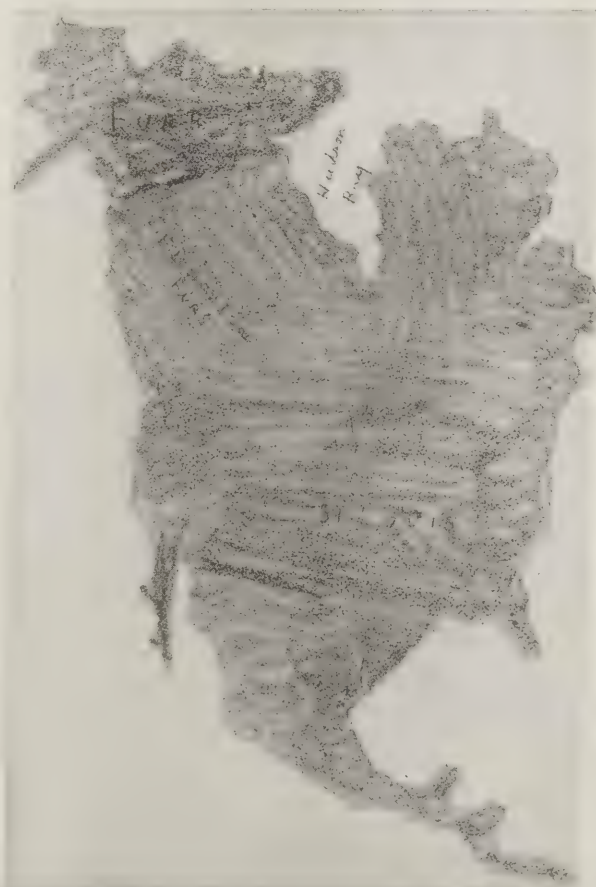
B. New York fur trade established (1784). Astoria (trading post).

X. Extent of Fur Trade To-day.

A. Contrast with early trade.

B. Fur sales.

1. Centers: London, Leipzig, New York, St. Louis, California, St. Paul, China.



REPRODUCTION OF A FREE-HAND MAP IN THREE COLORS OF CRAYON.



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 The American Fur Trade of the West. Chittenden. H-8138-1. H-8138-2. H-8138-3.  
 The Canadian Northwest. Adam. H-1064.

NOTE.—After a phase of the subject has been discussed, frequently a summary of the essential points is made by the class, being placed in a geography note-book for future reference. Often the material is used for language purposes. It has been found interesting, also, to secure accurate arithmetical data for problems. Following are some samples of children's work, showing the unification of ideas.—PRIMARY EDITOR.

## FUR-BEARING ANIMALS.

*Summary I—Homes.*

Fur-bearing animals are found in Canada, Alaska, northwestern part of United States and Russia. Many of them live near the water. Each has his own home and habits.

## FUR-BEARING ANIMALS.

*Summary II.*

The otter, Russian sable, ermine, seal, the black and silver gray foxes are the most valuable furs. They are valuable because they are hard to hunt. The white trapper knew their real value better than the Indian trapper did. The Indian valued them for clothing and trade.

## TRAPPING AND HUNTING.

*Summary III.*

The principal method of catching these valuable animals is by trapping them. The trap is made of steel. It is fastened by a chain to a post driven into the ground. They are also caught by using a gun, but great care must be taken not to injure the pelt.

## DRESSING PELTS.

*Summary IV.*

After the animals are caught, the pelt is removed by cutting it around the hind legs and splitting it up to the tail. It is then pulled up over the body and a few cuts will separate it from the nose. It is then ready to be stretched and dried. Women were the first skin dressers. They used tools made of stone walrus ivory. In the factory these pelts must pass through many processes before they are ready for use.

## A JOURNEY TO THE NORTH.

This morning we took a journey to the land of ice and snow, the home of the fur-bearing animals. We visited the northern part of our country, Alaska, Canada and Russia.

Most of the fur-bearing animals live near the water. The trappers travel in canoes, but when the streams are frozen they use snow shoes. Some of the fur-bearing animals are the sea otter, sable, lynx, ermine, mink, marten, seal, fox, beaver and muskrat. The most valuable furs come from Russia.

## TRAPPING.

A trapper is a man who makes his living by trapping animals for their furs.

A successful trapper must know all about the habits of different animals.

The trapper begins his work in the Autumn and traps all through the winter. As the homes of most fur-bearing animals are near lakes and streams the hunter travels from place to place in a birch bark canoe until the streams become frozen. These canoes are so light they can be carried on his shoulder when he wishes to cross the land from one stream to another.

When the ground is covered with snow he travels on snow shoes.

The animals are usually caught in steel traps, but all kinds are used.

The hunter first finds out the home of the animal and

then sets the trap where the animal is sure to step into it. The trap is generally covered with something to keep the animal from seeing it. The traps are fastened with a stump or some heavy weight to keep the animals from

dragging it away. Each morning the trapper visits the traps to see if any animals have been caught.

The animals that have been caught are taken from the traps, killed and skinned. From time to time the hunter moves his traps to new locations. In this way his work continues until the hunting season is over.

Mt. Washington.

W. J. LONGFELLOW.

## THE LIFE OF A TRAPPER.

When I was a little girl my father moved from France to Canada, away up in the wildest part, where the fierce furry beasts live. Father goes out and traps them so he can get their fur. In the night I can hear the wild beasts cry as they hunt for one another. Sometimes the Indians come to see us. But they ever hurt us. Would you like to know how my father looks? He has brown skin and he has very sinewy arms. His hair and eyes are black. He wears a leathern shirt, long leathern leggins and a beaver skin cap. He wears a belt with a hunter's knife in it and over his shoulder he carries a rifle.

February 14, 1911.

ERMA KLUEBER.

## FURS.



When the furs are stripped from the animals the fat and flesh are carefully removed, the skins are then stretched and hung up to dry and harden. Care is taken that they do not heat after being packed. They are often aired to keep the worms out.

The fur of the seal is better preserved by being packed in hogsheds with plenty of salt. Other furs are baled and sent to the market in that way.





Mt. Washington.

W.M. WOLLENBERG.

## ARITHMETIC PROBLEMS.

If a pack of furs contains 10 buffalo, 14 bear, 60 otter, 80 beaver, 80 raccoon and 120 fox skins, how many skins in the pack?

How many in nine packs?

The American Fur Co. sold to Mr. Gardiner:

53 Beaver skins at \$1.50 each.

206 Beaver skins at \$5.50 each.

2 Otter skins at \$2.50 each.

16 Beaver traps at \$12.00 each.

What was the amount of his bill?

Four pactons of beaver skins were shipped to Fort Union. In the first pacton there were 56 skins, weighing 73 pounds; in the second 50 skins, weighing 81 pounds; in the third 50 skins, weighing 76 pounds, and in the fourth 50 skins weighing 74 pounds. How many skins in the four pactons and how many pounds did they weigh?

The catch of foxes on St. George's Island for one year was 1068. What was the average catch for one month?

At the Hudson Bay Co.'s sale in January, 1908, there were sold 29,803 beaver skins and in January, 1909, there were sold 33,117 skins. How many more skins were sold in 1909 than in 1908?

The American Express Co. exported 21 bales of skins valued at \$4015, what was the value of one bale.

H. M. Baker of New York exported 16 bales of furs valued at \$6528. What was the value of one bale?

At one of the sales of the Hudson Bay Co. 3372 skins were sold. Of this number 75 per cent. were lynx skins and the remainder were otter. How many otter skins were sold?

Four thousand and twenty seals were caught in the South Polar seas; three-fifths of this number were landed at Capetown and the remainder were shipped to New York. How many were shipped to New York?

## HOME ECONOMICS

SECOND PAPER OF A SERIES EDITED BY ELIZABETH C. CONDIT, INSTRUCTOR OF HOME ECONOMICS IN THE JACOB TOME INSTITUTE

### TEACHING HOUSEHOLD SCIENCE IN THE HIGH SCHOOLS

By MILDRED MADDOCKS

Lecturer for Massachusetts State Board of Agriculture

To quote the number of cities and towns in Maryland where home economics is taught would be misleading. Maryland educators are alive to the value of the subject. Even the counties where no formal work in cooking or sewing is, as yet, possible, are interested, as was shown by a bread and sewing contest, held in Caroline county in November.

To such schools as are considering the introduction of work in home economics, I recommend for their consideration Miss Maddock's plea, that scientific principles be taught.

ELIZABETH C. CONDIT.

THE number of town and country schools in Massachusetts which offer courses in household science or home economics is admittedly small.

Twenty-five cities and towns in Massachusetts provide for the instruction of the girls in home economics. Most of these cities and towns belong to the large, municipally rich group, while a few small towns are enabled to offer such courses because of one or more wealthy benefactors, who financially back the enterprise.

What is true of Massachusetts is true, also to a large extent of most of the Eastern States: New York offers 19 such courses; six towns in New Hampshire teach household economics; four towns in Vermont teach household economics and seven towns in Connecticut make provision for such instruction in the public high schools.

In the West, Colorado provides for such instruction in 65 towns. Fifty-three high schools in Minnesota, 66 high schools in Illinois, and 29 high schools in Michigan realize the importance of equipping their girl students with some foundation knowledge in the sciences and arts, which will help them to solve some of the problems of the home.

It must be conceded that the Eastern States are as yet

far behind the Western States in waking up to the need for instruction along household lines. Year after year girls are graduated from our high schools, to become wives and mothers without knowledge in regard to income and expenditure.

Personally, I believe it to be infinitely more important that these girls should know the underlying principles of economics, that they should know the fundamental principles of science as related to the home and that they should know the practical methods of buying economically rather than the best method of cooking an omelet. Cookery in itself they will acquire with practice. Burned biscuit will doubtless occur, but nothing like the waste of money and materials occurs through lack of knowledge of cookery methods as through the ignorance of the young wife of the proper planning of meals, and an inability to purchase so that 100 cents' worth of material is obtained for every 100 cents invested. And this does not minimize the importance of good cookery in the least.

The principle objections found in an attempt to introduce household science courses in the average high school in the small town is the high cost. We all know that it is quite possible to teach cooking for a cost of two cents per pupil per lesson. But we all realize that this does not take into consideration fuel, equipment, teacher's salary and the extension work which so soon rightly follows the inception of the cooking classes. All these mean an increased outlay which prevents the town with the heavy tax rate from attempting the expenditure.

Again there is certainly evidence that so many courses now are offered in the small high school that it is difficult to obtain teachers equipped to successfully teach them.

The responsibility lies here with the colleges. Few Eastern colleges offer courses or give credit for home



economics work and in consequence the graduate students are not equipped for the work, while in the West there are few colleges open to women which do not give adequate courses on the subject.

But there are few high schools in Massachusetts or New York or Vermont which do not offer courses in science. They all teach physics, chemistry, botany and physiology. Some few attempt biology.

And these subjects in themselves and with no expenditure might furnish the material for valuable courses. No less valuable is that the physics taught is the physics of the home, that the chemistry taught reveals the subjects of foods and food adulteration to the eager student and that the botany forms a basis for opening up the subject of grain markets and eventually the economics of production and supply.

In other words these science subjects may be so taught as to be in the truest sense home sciences. Text books I grant are not found of much service in these courses as yet, but there are now published manuals for the laboratory which any good science teacher should be able to use to advantage. When in the best high school chemistry one can find under nitrogen, for instance, the statement that nitrogen is inert, dead and destroys life, when in truth the element nitrogen is life itself to the growing child as well as the growing plant, it is surely time to revise the text books and teach the subject with the idea ever before the teacher that the students can and will use their knowledge in their homes, if it is properly presented.

In at least one high school in Massachusetts such courses have been worked out. The school is a classical one and the principal greatly resented any idea of any save the cultural value of such courses. As a matter of fact, students taking the course find no difficulty in "passing" the college requirements.

In the chemistry course the boys and girls studied the elements of living things. Organic chemistry, it is true, but organic chemistry amplified. Foods were tested to discover their composition. The amount of water in each was determined. Qualitative tests to determine the presence of starch, fats, oils, albumens and sugar were all made. Some of the simpler tests for food adulteration were attempted. It is not possible or necessary for the class to understand the exact reactions involved in these tests. The practical results will still be theirs.

Small wonder then that one mother's hand was stayed as she poured the vanilla into the pudding sauce.

"Oh! Mother, don't use that kind. We found it full of vanillin instead of vanilla. It's all right, it won't hurt us, but it's cheating to sell it for real vanilla. Surely here is science and economics applied.

Another family, with two members in the class, discovered the relative merits and cost of butter and butterine and the mother, who had six mouths to feed on a sum pitifully small, was enabled to use a cheaper but perfectly healthful product.

Again in the physics courses, the students determined the relative cost and efficiency of modern fuels, using the prices in their own town as basis for data. And in consequence, the lowered cost of purchases made in quantity was fully demonstrated. Few results were exactly similar as methods of purchase varied.

In this particular class, tests were made with alcohol, gas, kerosene, electricity and the coal range. The time and amount of fuel required to heat a given quantity of water was ascertained, while the fact that the coal would accomplish more work without any increase in expenditure was taken into consideration.

Again the city water supply and sewage disposal were studied and boys and girls in groups went to headquarters to thoroughly inspect the plants. Maps and plans tested

their knowledge of the system. Surely that class of boys were destined to be more intelligent voters on the subject of municipal water and sewerage questions. Filter beds were examined and the mysteries of bacteriology were touched upon. At least the pupils learned of the marvelous process of water purification by means of the "vitrifying" bacteria.

The household filters in use in many of the homes were examined and in consequence were discarded, or used with more scrupulous attention to cleanliness thereafter.

Briefly each course was outlined to teach the theoretical side no less thoroughly, but with the endeavor to make all the experimental and problem work deal directly with the affairs of the home and city.

That it was successful in arousing interest was proved by the large numbers, who elected the course the second year.

In this case, the teacher in question was without any technical knowledge. He evolved the courses himself and had for assistance the laboratory manuals and volumes of science used in the technical high school. But the courses were in no sense similar.

What one teacher has done surely others may do and if this but points the way for some school financially unable to start a course in home economics to work over the science courses that they may become useful as well as "cultural," it will have fulfilled its mission. For what is "culture" and what is "liberal education"? Surely Dr. Claxton is right when he says that culture is the deepening, widening, broadening, mellowing, refining of the soul that comes from *working* with good will for one's fellow-men. And "liberal education" is not that which sets men apart from the rest of the world, but that which delivers them from the evil of the world and teaches them *to work* as free men and not as slaves. The italics are mine.

## THE OPEN SCHOOLHOUSE

PROGRESSIVE CITIES ARE FINDING NEW USES FOR  
THE BUILDINGS ASSIGNED TO THE DEPARTMENT OF EDUCATION

Mary Josephine Mayer in *Review of Reviews*

NOT MANY years ago we closed our schoolhouse doors at 4 o'clock, and allowed them to remain closed on Saturdays, Sundays, and during the summer vacation. In other words, an immense amount of valuable property belonging to the people, and needed by the people, was put to only half of its possible use. Now we are changing all that; we have waked up to the fact that the schools may and should be a common meeting ground, and the movement for a wider use of the school plant is spreading over the country. At present, in more than 100 cities of the United States, school buildings and property are being systematically used to further the social life of the people.

The root of the movement lies deep down in the growing realization that those upon whom falls the heat and burden of the day have a right to more than mere existence. The toilers of the world have been for centuries creatures of the blind necessity of economic laws, but in this era the *laissez-faire* policy is dead and buried. We must give our workers the chance to live; and not the least of the needs of this many-sided business—living—is that of some legitimate form of play. The man who feels no joy in the passing day is only partially alive, and lowered vitality means lowered value as a social factor. The boy who has no chance to play becomes either dull or vicious.



# "THE PLAY'S THE THING"

CLASS DRAMATIZATION OF SOME FAVORITE MYTHS FOR THE FOURTH AND FIFTH GRADES

By MIGNON LEVIN

Teachers Training School, Baltimore

WHEN a story is comprehended, it is seen acted before the mind's eye. Today an adult may hear or relate a tale without the quiver of a lash. If it be a drama, it is such only in the world of thought. But primitive man and the little child make every possible movement and gesture, impersonate each character in turn and attempt to make visible the happenings, thus effecting a greater concreteness and sense of actuality than words alone can do.

Observations of children before the school age indicate indubitably the tendency to reproduce in action the familiar situations in their experience and the stories they have heard told them. The classic literature of this age, Mother Goose and the accumulative folk-tales, have as their chief characteristic action and simple action at that. One doesn't have to suggest the playing of the story. After demanding its retelling until he has it by heart, the child will be found one day being each one of the three pigs as well as the wolf that huffed and puffed. He finds it possible to be Johnny Cake as well as each of Johnny Cake's numerous interlocutors. This pleasure and readiness in dramatization has received recognition in the primary school. It is when the child is introduced to longer tales that we unaccountably ignore this delightful and natural means of unifying and fixing a classic. And this neglect occurs in the face of the wealth of dramatic material offered by epic, ballad, legend, hero tales and the early history of our own country.

The argument for dramatization as a means of understanding and retaining a choice bit of narrative is twofold. It is, on one hand, a method that commends itself to the child, for it is his instinctive and most frequent way of expressing his conceptions. It offers the desired motor expression through which he comes to have a firmer grasp of the ideas involved. It opens up the atmosphere and scene of the story in a way that mere words rarely do. It stimulates his imagination and develops the faculty for vicarious experience. As to the subject-matter treated, it has been given red blood. The story lives for the one who plays it. To play it properly it must be studied—viewed in perspective and considered in detail, massed, simplified, judged.

The teacher cannot permit herself to roam very far from her course of study, and its demands in the matter of formal language occupy a prominent place in her school-conscience. In these courses of study the use of models is often required. But how significant are the results? Nowhere is there so marked and productive an effort to select and use the style, phrasing and vocabulary of an author as in turning that author's story into a play. No other language work offers so good and enjoyable an occasion for sequence and pointedness of statement. He regards technical work. It is evident that the writing of a play provides as much opportunity for emphasis in this direction as exercises planned with only this in view.

In dramatizing stories like those given below, it is necessary that the pupils' knowledge should not be limited to just the scenes played. In the Siegfried story, for instance, the scenes written up were chosen after the class had heard and discussed the whole series of the Rhinegold

tales. They knew the events that preceded and followed those they chose to use. Often the child's finished dramatization seems incomplete to the outside reader or observer when it is quite complete to the child. He supplements the part played with the details of the whole series. What he images as happening in the whole story, and what he makes happen in his dramatization, merge into one.

We need not be troubled in this matter by our maturer conceptions of a finished drama.

The following plays were class compositions based upon oral work with stories. In many instances the pupils used the vocabulary and phrasing of author and teacher. They were encouraged to do so.

## THE PLAY OF SIEGFRIED

By the Fifth Grade

Scene I.—The Dwarf's Cave

Scene II.—The Dragon's Lair

Scene III.—The Mountain Where Brunhilde Sleeps

Siegfried

The Dwarf

The Dragon

Odin, the Father of the Gods

The Bird

Brunhilde

Things necessary for the playing:

Siegfried's sword and hunting horn

Dwarf's forge and anvil

Odin's spear

Magic helmet and ring

Brunhilde's helmet and shield

### SCENE I.—THE DWARF'S CAVE.

(The dwarf is working at the forge, while Siegfried stands at the entrance.)

Siegfried—Hast thou welded me a strong sword?

Dwarf—Here is the sword.

(Siegfried seizes the sword, whirls it about his head and strikes it upon the anvil with great force. The sword breaks into pieces.)

Siegfried (angrily)—Is this thy best? Canst thou not weld me a sword of strength?

(Dwarf shows Siegfried the pieces of a broken sword.)

Dwarf—Could I but weld these pieces into one, thou wouldst have the strongest sword in the world. Siegfried, this sword belonged to thy father, the bravest of heroes.

Siegfried—Thou must weld me this magic sword by the time I return.

(Siegfried leaves the cave and the dwarf returns to his work at the forge. Odin, the Father of the Gods, enters.)

Odin—May I rest in thy cave?

Dwarf—Begone!

Odin—Perhaps I can tell thee something thou wouldst like to know.

Dwarf—I know all I care to know.

Odin—I will give thee my head if I cannot answer any three questions thou wilt ask.





Dwarf—What people live under the ground?

Odin—The dwarfs; one of them had a ring by which he ruled all the others.

Dwarf—What people live upon the mountains?

Odin—The giants; one of them in the form of a dragon has the ring now.

Dwarf—Who lives among the clouds?

Odin—The gods; and the Father of the Gods has a spear with which he rules the world. Now, as I have saved my head, thou must pledge me thine to answer the three questions which I shall ask. Who is the bravest of heroes whom the Father of the Gods loves?

Dwarf—It must be Siegfried.

Odin—What sword must he use to slay the dragon?

Dwarf—The magic sword that Odin made.

Odin—But who shall mend the magic sword, that it may be fit for the fight?

Dwarf—I cannot mend it, and I know no better smith than myself.

Odin (angrily)—Why didst thou not ask me this instead of those foolish questions? I will tell thee. Only the hero who knows no fear can weld the magic sword.

(Odin disappears and the dwarf falls in a frightened heap upon the ground. Siegfried enters.)

Siegfried—Hast thou welded me the magic sword?

Dwarf—I can never mend it. Hast thou known fear, Siegfried?

Siegfried—What is fear? Is it something I should know? Is it pleasant? What is it like?

Dwarf—I cannot teach thee fear, but I know one who can. Come with me to the dragon at the end of the wood, and he will teach thee fear. If he fail, kill him.

Siegfried—I know no fear. I will go with thee to the dragon, but first weld me the magic sword. I shall need it.

Dwarf—I cannot weld it. Only the hero who knows no fear can do that.

Siegfried—Then I must weld the sword myself.

(Siegfried takes the pieces of the sword to the forge. The dwarf brews a magic drink.)

## SCENE II.—THE DRAGON'S LAIR.

Dwarf—Seest thou the deep, dark hole in the side of the mountain? There is the dragon's lair. Beware of his teeth, Siegfried, for with them he will catch and eat thee. Beware of his breath, for it is fiery and poisonous,



THE DRAGON.

and will burn thee to a cinder. Beware of his tail, for he may wind it about thee and crush thee.

Siegfried—I fear not his teeth, his breath nor his tail. I only wish to find his heart. Leave me.

(The dwarf goes. Siegfried raises his hunting horn and blows three loud blasts. The dragon comes forth from his cave and fights with Siegfried. Siegfried pierces the dragon's heart with his magic sword.)

Dragon (dying)—It is the curse of the ring that has killed me. My treasure is thine, brave boy, but it will bring thee sorrow and death.

(Siegfried draws his sword from the dragon's body.

A drop of blood falls upon his finger, and he puts his finger into his mouth. In that instant he understands the songs of birds.)

Bird—Take the ring and magic helmet, Siegfried. The ring will make thee ruler of the world.

(Siegfried goes into the lair and brings forth the helmet and ring.)

Bird—Beware of the dwarf, Siegfried, for he means to do thee harm. Read his heart.

(The dwarf appears with a drinking horn.)

Dwarf—Thou must be weary from so long a fight. Drink, and be refreshed.

Bird—Touch not; 'tis death to drink.

Siegfried—Thou wouldst poison me.

(Siegfried dashes the drinking horn to the ground. He draws his sword and slays the dwarf.)

Bird—Siegfried, I know where a fair maiden lies sleeping. Her name is Brunhilde. She lies on the mountain surrounded by fire. He who passes through the fire may win her for his wife.

Siegfried—Can I pass through the fire?

Bird—Only the hero who knows no fear can do that.

Siegfried—I know no fear. The dragon failed to teach it to me. Lead me to the mountain where that fair maiden lies sleeping.

(Siegfried goes with the bird.)

## SCENE III.—THE MOUNTAIN WHERE BRUNHILDE SLEEPS.

(The bird enters with Siegfried.)

Bird—There is the fire which encircles Brunhilde.

(He strides through the fire and stands beside Brunhilde. She lies on the ground, covered with shield and helmet.)

Siegfried—Who can this be, covered with this shield? It must be a knight, but is it not hard for him to lie there all dressed in armor?

(He takes off her helmet and starts back in surprise. He raises the shield.)

Siegfried—I should like to see her eyes.

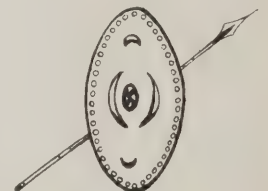
(He kneels and kisses her. She awakes.)

Siegfried—Who art thou?

Brunhilde—I am Brunhilde. Who art thou?

Siegfried—I am Siegfried.

Brunhilde—Surely thou art the bravest hero in the world.



## THE BINDING OF FEUNIR

By the Fourth Grade



### SCENE I.—THE COUNCIL HALL IN ASGARD.

(Odin is seated on his throne. The other gods and goddesses are grouped around him.)

Odin—A great danger hangs over us, my children. Loki's wicked children grow stronger every day.

Thor—You need have no fear of the serpent, for I have thrown him into the river. As soon as he touched the sea he began to grow, and grew so fast that soon



there was no room for his tail, so it grew down his throat.

Frigga—You need not fear his daughter, for I have sent her to the under-world.

Odin—But what shall be done with Fenrir, the fierce wolf?

Balder—He grows stronger and fiercer every day.

Frey—Tyr is brave, but soon Fenrir will become too strong for him.

Odin—What shall be done?

Tyr—Cannot a strong chain be made to bind him? Then he can do no harm.

Freya—Yes; let a strong chain be made.

Odin—But who will make the chain?

Thor—I, Father Odin, I will forge so mighty a chain that even the fierce Fenrir cannot break it.

#### SCENE II.—THE COUNCIL HALL OF THE GODS.

Tyr (standing forth)—Father Odin, Thor made a strong chain. He asked Fenrir if he would be bound with it to test his strength. He agreed. We bound him fast. He stretched his mighty limbs and broke the chain to pieces.

Frey—Then Thor made a stronger and heavier chain. Fenrir agreed to be bound, but this time he was suspicious. Again he broke the chain.

Frigga—Shall we try again?

Balder—Yes. Skirnir has gone to the dark elves. Fenrir will never break their chain.

Iduna—Here comes Skirnir now!

All—Welcome, Skirnir!

Thor—Have you the chain?

Skirnir—Yes; the dark elves gave me a wonderful one. If Fenrir breaks this one (holds up the chain), nothing in heaven or earth can bind him.

#### SCENE III.—THE ROCKY ISLAND.

(The gods come in and take their places. Tyr leads Fenrir.)

Frigga—Let us begin with races. Thor and Balder try. (They run.)

All—Balder wins!

Freya—Let Skirnir and Frey wrestle. (They wrestle.)

All—Frey wins!

Skirnir (taking out a cord and passing it to Thor)—Look what I have here. Can you break it? (Thor tries to break it, but cannot. He shakes his head and passes it on.)

Tyr—Let Fenrir try. (Fenrir shakes his head and growls.)

Frey—Are you a coward, that you are afraid to be bound by this chain?

Fenrir—I suspect treachery, but I will be bound if one of you will put his hand in my mouth as a pledge. (They all draw back.)

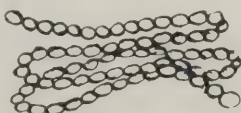
Tyr—I will do it. Fenrir must be bound to save the gods.

The Gods—No, Tyr! (Tyr places his hand in Fenrir's mouth, and Fenrir is bound by Thor and Skirnir.)

Sif—Break your chains now, Fenrir.

(Fenrir jumps back and forth, trying to break the chain. He howls with rage and bites off Tyr's right hand. The gods gather round Tyr.)

Odin—Mighty is the strength of Fenrir, but mightier is the heart of Tyr, for he has given his right hand to save the gods.



## PREPARATION OF RURAL TEACHERS

### OUTLINES OF A NORMAL COURSE IN NATURE STUDY, ELEMENTARY AGRICULTURE, SANITARY SCIENCE AND APPLIED CHEMISTRY

Detailed outlines of a normal course for rural school teachers in nature study, elementary agriculture, sanitary science and applied chemistry are contained in a monograph entitled "A Course of Study for the Preparation of Rural School Teachers," which the United States Bureau of Education has just published for free distribution. The authors are Messrs. Fred Mutchler and W. J. Craig of the Western Kentucky State Normal School. The following paragraphs consist of brief excerpts from the book:

"The rural school has not the influence that it should have. One of the chief reasons lies in the fact that the course of study is ill-adapted to rural life in all its relations. We are united in believing that a school should train its pupils for life and its work while these pupils are living and working. The course of study taught in the rural school today is entirely too much like the course that is taught in the city school. The country school will not reach the position of efficiency that belongs to it until a distinctive training is required of its teachers.

"A State normal school should prepare a large number of teachers to go out into the rural communities, there to be potent factors in bringing about the best rural life. The rural child is entitled to a course of study and to a course of instruction that will dignify and enrich his life and make life for him in the rural environment, should he choose to remain there, not simply tolerable, but glorious. It is possible and right, and indeed a duty, to dignify rural life and to save to it and its interests the best blood of the country.

"To prepare teachers who can meet this demand, the following course of study and training is proposed: The first year is largely given to distinctively rural problems and interests; the two succeeding years turn more toward general scholarship, in order that those taking the entire course may be able not only to teach rural schools, but to enter larger fields of usefulness."

After indicating the cultural branches which should be possessed by the rural school teacher, the authors continue:

"It is now quite generally conceded that the following subjects are necessary for the proper training of rural school teachers: Nature study, elementary principles of practical agriculture, sanitary science and hygiene, domestic economy and practical principles and problems in elementary chemistry and physics as applied in the study of these subjects. The formal training of most country boys and girls ends with the rural school course. A fundamental knowledge of the foregoing subjects is certainly a minimum to require of the teacher who trains them for the lives that they must lead."

The outlines of the special courses named are then discussed in detail, accompanied with detailed outlines of the ground to be covered and the manner in which the several courses should be treated.

"A Course of Study for the Preparation of Rural School Teachers" will be sent free upon request to the United States Bureau of Education, Washington, D. C.



# FIRST AID TO THE INJURED

SECOND PAPER: BURNS, FROSTBITES, INFLAMMATION, ETC., WITH SIMPLE REMEDIES FOR THEIR TREATMENT

By CYNTHIA E. YOST

Baltimore County Schools

THE winter season brings in its wake all manner of pleasures and all sorts of danger. The daily newspapers are full of accounts of large fires. If there are accidents or serious burns from these the hospital takes charge of the cases and cares for them scientifically. But the petty burns in the home caused by the steam from a boiling kettle, by the burning match, by the careless handling of a hot poker, by the bad gas stove, what of them? Who takes care of them? Mother does; big sister does; the housemaid or anyone who happens to be around at the time of the accident. It is very necessary then that mother, big sister, the housemaid, auntie, uncle, indeed everybody in the household, know something about the treatment and care of burns.

As for frostbites only those who have experienced the dreadful burning and irritation know how excruciating the pain is, and I doubt very much whether many persons know how to treat and care for frostbites. This story is related of a friend of mine who suffered from frostbite during her early life, indeed, from the time she was about nine years of age until she was about seventeen: It was the Christmas baking time in the home and Elizabeth was anxious to help seed the raisins and cut the citron, and bake her little cake on a paper platter, because no other cake tasted half so good as the one she spread from the rich, fruity mixture in the yellow cake bowl. There had been a heavy snow several days before and a sharp frost had followed, packing the snow down hard and fast and changing every small trickle of water to an icy pendant or a frozen sheet. While the hot oven was being filled and refilled much chattering and fun went on. Elizabeth, looking out, said: "Aunt Mary, who is Jack Frost?" Aunt Mary, amused but not particularly interested, said: "Just wait, some day you may meet him, and when you do, you'll know him, never fear." There was need for more milk, and Elizabeth, in hood, and tippet, and mittens, and her great "snuggly" coat, danced forth merrily into the wintry day to visit the dairy, swinging the great pitcher to the rhythm of her happy song. About five minutes went by and they saw her returning. But it was a sorry child—frightened, crying, scarcely able to hold the pitcher, and evidently in much pain. Between the sobs and the wringing of her hands Aunt Mary found out the cause of the trouble—Jack Frost had touched the

THERE IS ALWAYS DANGER OF PETTY BURNS IN THE HOME.



WHEN JACK FROST TOUCHES THE LITTLE HANDS AND FEET.

little hands and feet. The suffering the child had to endure was severe and pitiable and though loving care was given and remedies were applied, no permanent cure was established until seven years had gone by. Each year the bitterly cold days would see the inflammation return.

It would be well to take a census of the class to find out how many children have suffered from burns or frostbites and use this as the notation for the lessons on the treatment of burns, frostbites, etc.

## BURNS.

There are burns of three degrees. In case of the worst we must

1. Relieve the pain.
2. Treat the shock.
3. Give the proper dressing.

1. The Symptoms of a First Degree Burn: Simple inflammation causing swelling, redness and pain.

*Treatment.*—Apply hot, wet dressing to relieve the pain and to take out the inflammation. Then apply cold cream or vaseline for protection.

2. The Symptoms of a Second Degree Burn: Blisters.

*Treatment.*—Sterilize a needle by dipping in alcohol, and heating in fire. Remove the serum by puncturing the lowest base of blister with this needle, and make one stitch with sterilized silk thread. The ends of this thread drain the blister continually and the puncture does not close up. You are now ready to apply oil or ointment. Two dressings are:

a. Olive oil and lime water.

b. A normal salt solution (one teaspoonful of salt to one pint of water). Moisten sterilized gauze with the salt water and apply.

3. The Symptoms of a Third Degree Burn: The destruction of the superficial and the deep layers of the skin (always serious). It gives rise to a formation of slough which must wear off.

It may resemble a first degree burn for it has no blister.

The central part is white, surrounded by a zone of red.

*Treatment.*—Apply warm, wet dressing always, of boracic acid solution, or salt solution, and keep the cloth saturated until a physician can be summoned.

## FROSTBITES.

Frostbites really are burns. As a result of cold there is a contraction of blood vessels which keeps out the



blood, and the tissue loses its tone. If the parts are white from the cold, it is a bad symptom for the blood has been whipped out and the parts are paralyzed.

*Treatment.*—Apply cold water or snow, and massage. If heat be applied the veins congest and gangrene may set in.

#### INFLAMMATION.

Inflammation is a local reaction resulting from the injury of some tissue. It does not indicate infection always, for it may be the reflex action of some other injured part, as the digestion.

Symptoms: Heat, redness, swelling, pain.

In bruising, you have a broken down tissue which must be removed and the white blood cells act in that capacity. The heat and redness come from the large amount of blood that rushes to the spot. The pain is due to the stretching

of the skin and the pressure. The skin loses its function. If bacteria now gain entrance because of the sluggish condition, suppuration takes place.

*Treatment for Simple Inflammation.*—Cold or wet dressings. Ointments are more than useless. Cold will bring about tone to the blood vessels, and the moisture will be absorbed. Slight pressure presses out the over-amount of fluid. If you apply heat, it increases the sluggish conditions of the blood vessels, even though it does away with the pain.

A sty starts with inflammation, redness and pain. Put on a cold compress; a hot compress will cause abscess; but if the sty has passed to the abscess stage, then heat is good.

In treating a boil, use cold dressing and not hot dressings, for heat enlarges the boil, prolongs the pain, breaks down the tissue, and does harm generally.



A VIEW OF THE BROAD MEANDER ABOVE VIADUCT. NOTE HOW THE LAND FORMS CONTROL THE CULTURAL FEATURES AND VEGETATION.

## HOME GEOGRAPHY

A STUDY OF THE GEOGRAPHY OF BALTIMORE IN FIVE PARTS. PART III:  
METEOROLOGY AND ASTRONOMY

By ERNEST E. RACE

Head of Science Department, Maryland State Normal School

### 2<sup>1</sup> SOME ESSENTIAL PHYSICAL PHENOMENA—WATER, ITS PROPERTIES, USES AND FORMS AS DETERMINED BY HEAT AND "COLD."

Certain observations of elementary physical phenomena should be made during the late fall and winter months, beginning with the first grade. The work should be largely observational. Much of the subject can best be presented by simple experiments. Most of the apparatus needed is an alcohol lamp and a granite pan or beaker. The topics are grouped about water, its properties, uses and forms as affected by heat and cold. This work will make the interrelation of weather elements and the work of water intelligible.

#### 1<sup>2</sup> PROPERTIES AND USES OF WATER.

##### 1<sup>3</sup> Water Dissolves Things.

Show experimentally that water dissolves such things as salt, snow, ice, sugar, etc., and that heat hastens the process. Let the pupils describe in their own words each experiment that is performed: (1st) What was done;

(2d) what happened, (3d) what was thought or learned. When the process is understood, give the technical term—in this case *dissolve*. (4th) Seek illustrations and applications. Are rains and streams dissolving anything?

##### 2<sup>3</sup> Water Floats and Carries Things.

Show that water floats cork, wood, chalk dust, mud, etc. On excursions it will be evident that water carries along sand and even stones.

##### 3<sup>3</sup> Various Things Absorb Water.

Show this with a sponge, wood, chalk and porous stone. Likewise rain soaks into the ground.

##### 4<sup>3</sup> Uses of Water.

*Man in His Relations to Water.*—We drink water. It is a physiological necessity. Means of securing water. Irrigation. Few people in dry countries. We travel on water. We obtain some food from water. (Picture a fisherman's life.) Falls furnish light and power. We seek the sea and lakes as resorts. Use of water in the home.



*Animals and Plants in Relation to Water.*—Water a necessity for both animals and plants. It is the only drink of plants and animals. It is the home of a host of animals and plants.

*The Air and Earth in Relation to Water.*—Water washes the earth and air. It is nature's cleaner. It carries away mud, sand, leaves, etc.

[NOTE.—In each case of water discussed identify the property of water concerned, viz.: We travel by water because of its floating power.]

## 2<sup>1</sup> VAPORIZATION.

### 1<sup>2</sup> Boiling—Rapid Vaporization.

In a beaker or a shallow tin dish evaporate a little water to dryness over an alcohol lamp or other flame. See that the children observe that the flame spreads over the bottom of the dish; that the water becomes warm, then hot; that bubbles soon begin to form and keep increasing till the water seethes (boils); that at last the water disappears.

Discuss what becomes of the water. Repeat the experiment with more water in a tin cup or beaker. Boil vigorously, so that a cloud of "steam" is formed. Let this collect on some cold object into drops to show that it is water. Explain that this cloud of so-called "steam" is made of innumerable small drops or particles of water. Call it water dust. This cloud of water dust disappears in the air as water vapor—an invisible form of water. Water vapor is water dust so fine that it cannot be seen. Use the term vaporize—to turn into a vapor. Boiling water is converting it rapidly into water vapor.

### 2<sup>3</sup> Slow Vaporization—Evaporation.

To show what evaporation is, place a little water in a warm place and observe it at intervals till it disappears. Saturate some object, as a sponge or cloth, with water and place it on a radiator or back of a stove under such conditions that it will "steam" or give off water dust. Impress the fact that drying is evaporation or slow vaporization.

*Heat Hastens Evaporation.*—Place equal quantities of water in three saucers or other like vessels. With the alcohol flame slowly heat one of the saucers, avoiding boiling. Place the second saucer on a radiator, back of a stove or on some warm surface. Place the third saucer in a warm part of the room. Note the time required for each to evaporate. Find illustrations and applications in every-day life.

*Being Spread Out Helps Water Evaporate.*—Put equal quantities of water in a test tube (or a deep and narrow bottle), a tumbler and a saucer. Place the three vessels side by side under like heat conditions. Let them stand for several days till it is evident from which the water is evaporating the most rapidly. Wet two like pieces of cloth. Spread one out and roll the other up into a ball and hang both near the stove or radiator to dry. What reason for any differences observed in the time required for evaporation (or drying) can you give? Seek illustrations and applications.

*Fanning, Shaking, Wind, Help Objects to Dry and Water to Evaporate.*—Wet two spots on the blackboard and fan one. Mark with ink on two pieces of paper and shake one. Wet two pieces of cloth. Hang one cloth in the draft of a window and the other near it, but out of the draft. Compare the rapidity of drying. Find applications and illustrations.

*Uses of Evaporation.*—Evaporation removes the water from clothes, dries the streets, purifies water, furnishes rain, etc.

## 3<sup>2</sup> CONDENSATION.

*Leading Thoughts.*—Condensation is the change of

water dust or water vapor to water. Cooling brings about condensation. Condensation explains many phenomena.

*Changing Water Dust ("Steam") to Water.*—Hold a cold object, such as a dish, a tumbler or a slate, in the steam of boiling water, and call attention to the drops of water that collect on it. Emphasize that water dust has changed to water. Warm the object used above and thus show that water collects more readily on the cooler object. A pail containing ice or cold water held over a pan of boiling water will emphasize the effect of "cold."

*Changing Vapor to Water Dust and Water.*—Boil water in a cup covered with a funnel or in a vessel with a spout. The water is in the form of vapor just as it leaves the spout and is changed to water dust ("steam") a little further from the opening by being cooled. Set a pan of boiling hot water in the draft of a raised window on a cold day and note the cloud of water dust. Cover a dish of boiling hot water with a piece of cold glass and observe the drops of water that collect on the underside.

*Summary.*—Review the experiments, emphasizing the nature and cause of condensation. See leading thoughts.

*Illustrations.*—Lead the children to find examples of condensation in "seeing the breath on a cold day," the sweating of a pitcher of ice water or water pipes, the steam on the kitchen, bathroom and laundry windows.

[NOTE.—Properly, steam is water vapor and is invisible. The cloud an inch or so beyond the spout of a boiling tea kettle or above a locomotive, commonly called "steam," is steam condensed to fine particles, called *water dust* in this article.]

## 4<sup>2</sup> FORMS OF WATER.

Common forms of water are steam, fog, mist, clouds, frost, ice, snow, rain, dew, etc. Steam, fog, mist and clouds may be called water dust forms of water. Frost, ice and snow are solid forms of water. Water and dew are liquid forms.

### 1<sup>3</sup> The Water dust Forms of Water.

*Steam.*—Repeat some of the experiments, illustrating rapid vaporization or converting water to water dust. Emphasize the fact that "steam" rising from factories and locomotives are masses or clouds of water dust.

*Fogs.*—Improve the opportunity of a foggy morning to study fogs. How does fog feel and look? Is it damp? What is fog? Notice how it disappears ("rises") if the day becomes warmer or a warm dry wind springs up. Explain. Discuss how fog sometimes hinders navigation on Chesapeake Bay and off Newfoundland banks. It frequently suspends traffic and locomotion in London.

*Clouds.*—Begin by watching clouds. A field lesson will prove very helpful. Call attention to the forms, movement and variety of clouds. Note that there are dark and white clouds, light and heavy, fleecy or feathery, mountain-like or piled up, layered, etc. Let such observation precede the discussion of the origin of clouds.

Clouds and fogs are the same in origin, and differ only in elevation. Haze is the name applied to slight but general foggy conditions of the atmosphere where there is small loss of transparency.

Help the children to picture in imagination how the clouds are formed in cloudland. Water evaporates from lakes, rivers, etc., into the air. This water vapor rises or is carried to cooler regions and is condensed to water dust in the upper air and helps form the clouds.

Emphasize the uses of clouds. They beautify the world; they act as blankets by night and sunshades by day. They are the sources of rain.



## 2<sup>nd</sup> The Solid Forms of Water.

*Frost.*—Perform again experiments showing that water is converted into water vapor by heat and turned again into water by cooling.

Make a freezing mixture of crushed ice and salt (three parts of ice to one of salt) in a bright tin cup. A quart cup is a convenient size. Place this on blocks of wood over steaming water. Cover the quart cup with a larger vessel. The saturated air confined between the quart cup and the covering vessel will be quickly frozen as it condenses into a thick coating of frost. Explain that the ice and salt are used to make the surface of the cup cold enough to freeze in just the same way as it is used in an ice-cream freezer. If the quart cup is covered with a glass jar, the pupils can watch the crystals of frost form. Note how they glisten, how cold they are, and how they melt into water. With a good magnifying or reading glass the starlike forms of the frost crystals may be easily observed. Review the changes that the water underwent in this experiment. Heat changed the water in the liquid form in the pan into water vapor. The cold quart cup froze this water vapor into frost—a solid.

Account for the frost that forms on the window panes and on grass and fences. Why is it more abundant in the kitchen and bathroom? Study the frost pictures on windows and the deposition on fences, walks and grass when occasion offers. Discuss the work of frost.

*Ice.*—In cold weather the formation of ice crystals may be observed by setting a dish of water out of doors on the window ledge. The children may study the process through the window. A large reading glass will make the crystals much more obvious. The crystals will show also on the upper surface of thin freshly-frozen ice. Try to make it evident to the class that ice is a compact mass of frost crystals, while in frost the ice crystals are looser.

The expansion of ice may be illustrated by placing a bottle of water on the window ledge in cold weather and allowing it to freeze. It will usually burst.

Call attention to how beautiful ice sometimes makes the trees. Discuss the uses of ice, bringing out the fact that the frost helps break up the ground for the farmer and aids in converting rock into soil.

*Snow.*—Preliminary work on snow has already been suggested. In explaining the formation of snow review, first, the formation of frost; second, the formation of clouds. When the moisture in the air is condensed at a temperature below 32° F., the vapor crystallizes as it condenses and forms snowflakes.

Try to have the children imagine this in cloudland, where the crystals have plenty of room to form perfectly.

## 3<sup>rd</sup> The Liquid Forms of Water.

*Dew.*—Perform again the experiments showing the formation of water vapor and water dust. If the air in the schoolroom is not too dry, moisture will condense on a pitcher of ice water. In case the air is too dry for this, place the pitcher of ice water on blocks over a dish of boiling hot water and cover as in the frost experiment. Emphasize the fact that water has been changed into water vapor by heat and then condensed to water on the surface of the cold pitcher. Apply these principles to the formation of dew on cold surfaces, like grass, leaves, spider webs, etc.

The dew that is deposited on plants and other objects has an origin similar to the moisture on the pitcher. The cool objects condense the water vapor in the air in contact with them, and it gathers into drops of water. It forms most copiously on the coldest objects.

More dew is deposited on a clear night than on a cloudy one, because the earth and the air cool more rapidly on

clear nights without the cloud blankets. The clouds serve to keep the earth and air warmer, much as clothing does our body.

More dew falls on a still night than on a windy one, because the air must remain in contact with cold objects long enough to be chilled sufficiently to condense the water vapor. High winds prevent this, while gentle winds favor the deposition by bringing fresh masses of air to the cold objects.

Discuss the uses of dew as a source of moisture supply to plants in regions of little rainfall and in seasons of drouth. Allude to the beauty of dew as it glistens in the sun.

*Rain.*—Base the work on actual experience, on what has been seen in the schoolroom, in the home, in the sky. Review the previous work. The essentials will be grasped by little folks.

*Essential Points.*—In previous experiments the children have seen water changed to water vapor and water vapor in turn condensed into water dust, and that in turn gather into drops. On the kitchen or laundry windows, on water pipes and ice pitchers they have seen water vapor collect from the air into drops. They have observed dew on the cold objects of the earth. They know that the water vapor got into the air by evaporation from bodies of water. They have learned that cold objects cause condensation. They know that the cold may be due to a cold slate, a cold pitcher, cold pipes, cold windows or cold air. In the same way cold mountains, cold altitudes into which water dust or water vapor may rise, or cold countries into which vapor-laden air may be carried by winds may cause the moisture in the air to gather into drops. All the causes of rainfall can be related by the thoughtful teacher to past experiences.

Study the falling of rain and the work which rain does. Let the children see first and talk later. What kind of clouds are associated with rain? How does it fall? How does wind affect its fall? Describe its behavior on striking different objects, like trees, houses, etc. Describe the noise it makes. Call attention to how it washes and cleans everything. What does it do on striking the ground? Associate it with vegetation, springs, brooks, rivers, swamps and the ocean.

## III—DAILY WEATHER RECORDS.

Daily weather records are a means to an end, not the end itself. They are the orderly activities of this phase of home geography. The records furnish the data by which inferences concerning interrelations of weather elements and weather lore are to be tested and investigated. They furnish the motive for orderly continuous work and illustrate scientific procedure and method.

The methods of managing weather records are many. They may range from class records to independent individual observations. A convenient way is to require the observations to be made on the morning walk to school and the report given the first few minutes after morning exercises. Thorough class work should precede co-operative or individual work outside of class.

Observations may be instrumental or non-instrumental (using descriptive adjectives); they may be made daily, or oftener as is necessary; they may be recorded in technical or untechnical terms; they may be tabulated or graphic. Precede all instrumental with non-instrumental records, using descriptive adjectives or simple graphic forms. Let technical terms wait a felt necessity for comprehensive words for long, circuitous descriptions. Keep continuous records varying from class to co-operative work outside class, to individual work, for the sake of variety and continuity. *File these records.*





WINDSOR HILLS FROM THE RIVER. NOTE RESIDENCES ON THE BLUFF. NOTE STONY BED WHERE GRADE IS STEEP.

It was planned to give illustrations of the records of different grades, but space will not permit. A mere outline must suffice.

1<sup>1</sup> Elementary Chart Work.

Daily pictures of the kind of day, sunny, cloudy, rainy, snowy, etc.  
Weekly pictures of moon's form.  
Daily pictures of wind direction.  
Temperature described by adjectives.  
Clouds.

Kind by adjectives.

Amount in simple fractions.

2<sup>1</sup> More Advanced Records.

1<sup>2</sup> Tabulations.

Temperature.

Thermometer recorded daily or oftener.

Winds.

Direction.

Velocity—Judged by effect on leaves, twigs and branches of trees, etc.

Clouds.

Kind—Nimbus, cirrus, etc.

Amount—In tenths of sky covered.

Precipitation.

Kind—Rain, snow, hail, etc.

Duration.

Amount—Light, moderate, heavy or in inches.

2<sup>2</sup> Graphic Records.

Temperature.

Thermograph on cross section paper.

Wind direction.

Arrows on above record.

Amount of cloudiness.

Tenths shaded on above record.

Precipitation.

Inches represented to scale on above record.

Day length.

Sunrise and sunset graphs (weekly).

Shadow stick (weekly).

Length drawn to scale on above.

If a graphic record of the weather elements is made their interrelations will be very obvious. The graphs may be drawn daily or at the end of each week by the aid of the data on the chart. The interrelations are more obvious if recorded daily.

3<sup>2</sup> Weather Books.

The pictures, tabulations and graphic representations may be placed in weekly or monthly weather books, which should be decorated appropriate to the season. This should be occasional to give variety and develop initiative and resource.

CORRELATIONS, WEATHER LORE, ETC.

Specialize on the interrelation of one weather element with the others at a time. Organize the work about one after another of the topics proposed in the December issue. Emphasize the interfunctioning of the weather, earth forms, plants, animals and men's activities. Weighing evidence, drawing conclusions, verifying conclusions should be a pronounced feature of the work. The essence of science is problem solving, whether in the grade, high school, college, or post-graduate school. A wealth of data and a multitude of problems, some proposed by the teacher, many originating with the pupils, some solved, some under investigation, some in abeyance, is evidence of success. The efficient teacher will be equal to the occasion. Scientific enthusiasm will be caught, scientific method will be imitated, home weather bureaus will be

established. The work will naturally flow over into nature study, into art, into manual work, into language, into number work, and these in turn into home geography.

The following interrelations of the weather elements should be investigated:

- 1 Wind.
    - Direction and temperature.
    - Direction and cloudiness.
    - Direction and precipitation.
    - Velocity and other weather elements.
    - Weather lore concerning wind.
  - 2 Temperature.
    - Temperature and cloudiness.
    - Temperature and precipitation.
    - Temperature, sun position and day length.
  - 3 Clouds.
    - Clouds and precipitation.
    - Weather lore concerning clouds.
  - 4 Humidity.
    - Humidity as related to common phenomenon and precipitation.
- Some problems concerning the wind will be suggested:  
*Direction and Temperature.* Direction of the warmest

wind? Of the coldest? Do winds make the temperature seem warmer or colder?

*Direction and Cloudiness.* Direction of the wind most apt to produce cloudiness? Most often associated with clear sky?

*Direction and Precipitation.* Give the direction of the wind most often associated with rain. With snow. Are these the same as produce most cloudiness? Compare the wind direction before a storm with that which follows. Is dew or frost associated with calm or windy weather?

*Velocity and Weather Elements.* Do high winds make a cold day feel warmer or colder? Why? Is the same true of warm days? Is the velocity of the wind greatest before, during or after a storm of rain or snow?

*Weather Lore.* Much interest may be developed by investigating weather lore. Test the following saying: "If the wind backs around in clearing off it will rain again." The tabulations or, better still, the graphic representations will settle it. A backing wind changes in a direction opposite to the hands of a clock. Veering winds change with the hands of a clock.

Similar questions and problems will suggest themselves in connection with the other correlations.

# STUDY LESSON IN READING

STORY OF ALICE AND THE PIGEON FROM "ALICE IN WONDERLAND"

By MILDRED CARNEY

Baltimore County

**B**ELIEVING that much time is wasted through aimless or desultory reading both in and out of school, children at an early age should be trained to good reading habits. As soon as the mastery of vocabulary has been accomplished, then all attention should be directed to thought-content. Study or preparation lessons should be a significant feature, wherein teacher and children work together with a definite purpose, and thereby set ideals for independent work of a similar character.

The following outline and lesson plan contains suggestive material for primary teachers.—PRIMARY EDITOR.

## I. Why we have study-lessons:

- a. To overcome aimless reading.
- b. To prevent waste of time.
- c. To develop power of concentration.
- d. To form good habits of study.
- e. To enable children to see salient points in lesson.

## II. What a study-lesson is:

- a. Working out of the aim from the child's standpoint.
- b. Children's needs determine the material.
- c. Types of work in Study-lesson in Reading.
  1. Word study.
  2. Oral questions and silent reading.
  3. Silent reading—oral reproduction.
  4. Silent reading—children making outline.
  5. Summarizing main points in paragraph form, without book.
  6. Silent reading—answering written questions, without book.
  7. Silent reading—written questions by class. This form of study should come when children have grown in power so that individual study is possible. As pupils gain the right idea of study less time will be needed for preparation in class; the responsibility can be thrown upon the children.

## III. Demonstration Lesson:

*Lesson Plan in Reading.*

### I. Selection from "Alice in Wonderland."

#### II. The teacher's aims:

- a. To increase the power of concentration.
- b. To teach children how to study.
- c. To help to develop in child the power to get the author's meaning.
- d. To secure good expression.
- e. The development of a simple outline.

#### III. Procedure and arrangement of subject-matter:

##### Subject-matter.

Alice and the Pigeon.

##### Child's aim:

- a. To read the story for pleasure.
- b. To give title to story.

##### Procedure.

How many have heard of Alice in Wonderland? Should you like to read a story today from Alice in Wonderland? When we finish you may give this story a title. You may take the book home to read the story to mother.

#### I. Word study:

immense	subdued
delighted	annoyed
direction	shriek
serpent	invent
curving	opportunity
zigzag	crouched
violently	entangled
	indignantly

Look at words. Pronounce them silently. When you come to one that you cannot pronounce, divide it into syllables. If you cannot pronounce it then, we will help you. (Child called on to pronounce words clearly and distinctly.) What is the meaning of these words? What other words can be used instead of these? When we read the story we can determine the meaning by their use in book. (Children called upon to pronounce words as teacher erases.)

#### II. Questions on text:

Books in hand of children.

Why did Alice's voice change to alarm? What question did she ask herself? Why? What pleased her about her neck? What happened as she was about to dive in among the leaves? What did the pigeon say to her? What was her reply? Why did



## III. Outline of story:

- (1) Alice's surprise.
  - a. Cause.
  - b. Delight at finding her neck so long.
  - c. How she used it.

- (2) Alice and the pigeon.
  - a. Meeting.
  - b. Conversation.
  - c. Departure, and difficulty with long neck.

- (3) Alice and the mushroom.
  - a. Nibbling at it.
  - b. Effect of nibbling.

## IV. Seat work:

- (1) a. Word-study.
- b. Outline.

- (2) Summarizing main points in paragraph form.

- (3) Answering written questions.

## IV. Outline of story.

## V. Written questions.

she not interrupt it again? Why did the pigeon quarrel with Alice? What made the pigeon think Alice was a serpent? What did the pigeon think Alice was looking for? Why do you think she thought that? What did the pigeon finally say to Alice? What happened to Alice's neck every once in a while? How did Alice bring herself to her usual height?

III. When you want to tell a story, what helps you to remember the parts? Then let us make an outline of this story. Think of the story and give me a topic which will tell me how Alice felt. (Ask questions here which will bring out the cause of her surprise and what she did.)

Give me a topic which will tell what happened to Alice next. (Ask question which will develop the topic.)

Give me a topic which will tell what Alice did next.

(Questions asked.)

Tell about Alice's surprise, following the outline. Tell about Alice and the Pigeon; Alice and the Mushroom.

I. Read story. As you read write words or phrases of the same meaning opposite the following words: immense subdued crouched violently invent nibbling indignantly opportunity succeeded

Close books. Make an outline of the story.

II. Read story. Close books. Write a paragraph telling of Alice's experience with the pigeon.

III. Read story. Close books. Write answers to the following questions. Arrange your answers in the form of a paragraph.

What did Alice say in a tone of delight? What caused the tone to change to one of alarm? What happened as she moved her head about? What happened as she was about to dive in among the leaves? What made this noise? Why did the pigeon think she was a serpent? What did the pigeon think Alice had come there for? To what conclusion did the pigeon come about little girls? What effect did this have upon Alice? What did the pigeon finally tell Alice to do? What did Alice do after this? What happened to Alice after she nibbled on the mushroom?

IV. Outline the story as in preparation for play. Write list of characters.

V. Write four large questions to ask class.

## VI. Reading.

## VII. Title:

VI. (1) Read the part of story which tells what caused Alice's voice to change from a tone of delight to one of alarm.

(2) Mary, you may be Alice. Ask yourself the questions she asked, and then tell us what she was doing as she spoke.

(3) Read the part which tells what she did when she found she could bend her neck so easily and what happened just then.

(4) Florence may be Alice and Jane the pigeon. Read the conversation.

(5) Read the part which tells what Alice did after the pigeon had settled down again into its nest.

VII. What do you think would be a good title for the story? (Titles written on board.)

You may take the books home this afternoon and read the story to mother.

## THE PUBLIC PLAYGROUND

### CHANGE IN MUNICIPAL MANAGEMENT WHICH HAS RESULTED IN THE PROVISION OF RECREATION PLACES FOR CHILDREN THROUGHOUT THE YEAR

One of the first duties of a city, we now believe, is to give to its boys and girls, the future citizens who are to make or mar the community, a place for wholesome play. This is not an easy task to perform in New York. The great army of wage-earners are herded together, two or three to the room, in small flats and tenements, where home life is a physical impossibility. Where shall our boys and girls go after school hours—where but the streets? And it is more than a twice-told tale, this of the children of the streets who become the toughs of the "gang," the girls of the dance-halls. Districts where home life is eliminated and wholesome recreation unprovided are breeding-grounds for reformatories and prisons. And to look at the matter from the standpoint of the hard-headed taxpayer, prisons and reformatories cost more than playgrounds.

Realizing this fact, the New York Board of Education is pursuing an enlightened policy by which the school-houses are increasingly used to meet the play needs of their several districts. During the summer months, vacation schools and playgrounds give the children manual training and organized recreation in exchange for the demoralizing influences of the streets. And at night thirteen school roofs are thronged with boys and girls who mount from the stifling streets into the cool upper air for games, songs, and dances. But the possibilities of our schoolhouse roofs have been barely tested—a much wider use should be made of them in the future.

These summer activities are not distinctive of New York. In most of our cities school playgrounds are now opened during two of the summer months. In Rochester some of them are used all the year round,—one on Sundays as well as week days,—and in Buffalo organized play goes on from May to November. The playgrounds of Chicago are deservedly famous; those of Newark, N. J., are admirably administered by an unusually large force of play directors—and so the list might be indefinitely extended.—From "Our Public Schools as Social Centers," by Mary Josephine Mayer, in the *American Review of Reviews*.

# JANUARY POEM PAGE

Selected by MARTHA S. POPE, Friends' School, Baltimore

## THE HUMAN SEASONS

Four seasons fill the measure of the year;  
There are four seasons in the mind of man:  
He has his lusty Spring, when fancy clear  
Takes in all beauty with an easy span:  
He has his Summer, when luxuriously  
Spring's honeyed cud of youthful thought he loves  
To ruminate, and by such dreaming high  
Is nearest unto heaven: quiet coves  
His soul has in its Autumn, when his wings  
He feeleth close; contented so to look  
On mists in idleness—to let fair things  
Pass by unheeded as a threshold brook.  
He has his Winter, too, of pale misfeature,  
Or else he would forego his mortal nature.

—John Keats.

## EVERY DAY IS A NEW BEGINNING

All the past things are past and over,  
The tasks are done and the tears are shed;  
Yesterday's errors let yesterday cover,  
Yesterday's wounds which smarted and bled  
Are healed with the healing which night has shed.

Yesterday now is part of forever,  
Bound up in a sheaf which God holds tight,  
With glad days, and sad days, and bad days which  
never  
Shall visit us more with their bloom and blight,  
Their fullness of sunshine or sorrowful night.

Let them go, since we cannot relieve them,  
Cannot undo and cannot atone;  
God, in His mercy, receive, forgive them;  
Only the new days are our own,  
Today is ours, and today alone.

—Susan Coolidge.

## WINTER SOLITUDE

The wind trails off across the rattling trees:  
Chill calm succeeds, and Dusk, with long, firm hand  
Now sweeps earth's tightened strings unfalteringly  
Till Silence sings through all the frozen land.

Along the dumb stream's bank the hardened sedge  
Strains helpless, starving from the ice and snow;  
The lean, brown branches lace themselves against  
The soundless depths of fading afterglow.

Across the hollows of the forest floor  
The trees send forth their vagrant shadow brood,  
And Night shuts off from all the crowded world  
This spot within its ice-bound siltitude.

—C. W. Camp.

## SNOW

I saw the woods and fields at close of day  
A variegated show; the meadows green,  
Though faded; and the lands, where lately waved  
The golden harvest, of a mellow brown,  
Upturned so lately by the forceful share:  
I saw far off the weedy fallows smile  
With verdure not unprofitable, grazed  
By flocks, fast feeding, and selecting each  
His favourite herb; while all the leafless groves  
That skirt the horizon wore a sable hue,  
Scarce noticed in the kindred dusk of eve.  
Tomorrow brings a change, a total change!  
Which even now, though silently performed  
And slowly, and by most unfelt, the face  
Of universal nature undergoes.  
Fast falls a fleecy shower; the downy flakes  
Descending, and, with never-ceasing lapse,  
Softly alighting upon all below,  
Assimilate all objects. Earth receives  
Gladly the thickening mantle, and the green  
And tender blade that feared the chilling blast  
Escapes unhurt beneath so warm a veil.  
—William Cowper, in *The Task*, Book IV, *The Winter Evening*.

## DAYS

Daughters of Time, the hypocritic Days,  
Muffled and dumb like barefoot dervishes,  
And marching single in an endless file,  
Bring diadems and fagots in their hands.  
To each they offer gifts after his will,  
Bread, kingdoms, stars, and sky that holds them all.  
I, in my pleaded garden, watched the pomp,  
Forgot my morning wishes, hastily  
Took a few herbs and apples, and the Day  
Turned and departed silent. I, too late,  
Under her solemn fillet saw the scorn.

—Ralph Waldo Emerson.

I love snow and all the forms  
Of the radiant frost;  
I love waves, and winds, and storms,  
Everything almost  
Which is Nature's, and may be  
Untainted by man's misery.  
—Percy Bysshe Shelley, in *Invocation*.

## JANUARY

How can a little child be merry  
In snowy, blowy January?  
By each day doing what is best,  
By thinking, working for the rest;  
So can a little child be merry  
In snowy, blowy January.

—Selected.



# ENGLISH AT HIGH SCHOOL ENTRANCE

STUDENTS COMING FROM THE GRADES SHOULD HAVE A PRACTICAL COMMAND OF ENGLISH, INCLUDING A GOOD PRONUNCIATION

By MRS. SARAH A. ALLEN

Winona, Minn., High School

*WHAT May the High School Teacher Expect from the Grades in English.* Direct answer: That they teach the pupil a *practical* command of the English language, which means, of course, a good pronunciation, good conversational ability, the ability to write correctly, and to interpret and appreciate the thought of others.

To speak and write correctly, and to interpret and appreciate the thought of others, are two fairly distinct things in spite of our efforts to correlate them, and it sometimes seems as though separate credits were needed for real fairness. I shall make these two divisions and speak of composition first.

The first year high-school English teacher expects the pupil to know the kinds of sentences, as to *meaning*; the *effective* use of the three kinds of sentences as to *form*; the larger elements of the sentence, subject, predicate and modifiers, these last in detail; the subject and its case; the object and its case; the form of the possessions; the inflection of the verb; the agreement of the verb with its subject; case and person form of pronouns; the parts of speech and their functions. To return to the sentence. In the first school year the direct training in English is chiefly through oral language-work and reading. In requiring full, clear statements, correcting grammatical errors, making the pupils conscious of correct grammatical expressions such as "It is *I*," "I *saw* Nellie's new doll," "Tom *threw* the ball, "I *caught* it," training in good English begins. As the children gain the ability to write on the board or on paper, each child will write a sentence related to his own interests. Here is the place to fix the fact that every sentence begins with a capital letter and closes with a period or a question mark. The idea of the sentence is closely connected with reading, and I think from the first a sentence should be called a sentence, not a story. (Let the word "sentence" be one of the three hundred taught during the first year.) Suppose a child says "Kitty drinking her milk," "Baby playing with the ball," the teacher may say "I didn't get the thought," thus helping on the idea that a *sentence* is the expression of *thought*.

The specific use of the next two years should be to make the child conscious of the correct use of the past tense, and the agreement of the verb with its subject. This last may be taught by correcting such errors as "was" for "were," "is" for "are" whenever they occur. Continued practice in the correct use fixes the simple agreement of the verb with its subject. We may hear later in the fifth and sixth grades, "One of the boys were tardy this morning." Asked to read this without the modifying phrase, the child immediately sees his error and rereads the whole sentence. This is the unconscious beginning of analysis.

The use of the capital letter, punctuation marks, and correct form of the verb insisted upon in every subject in oral and written work, an occasional list of incorrect expressions and the working for their correction from the first year through the sixth will find the pupil in the seventh grade ready to use a technical grammar. *Not* a "Steps in English, Part I and II; *not* a "Mother Tongue," but a "Whitney's Essentials of English Grammar," or a Southworth and Goddard's *English Grammar*." *No normal healthy boy* in a seventh grade or eighth grade enjoys a study that isn't *definite* in its subject-matter. This is why history, arithmetic and geography mean more to a boy than does a "language book." I'm saying boy, for I

have read that English grammar has driven thousands of boys from school forever. Their present universal dislike is due to the fact that no *aim* is apparent and no comprehensive outlook to be obtained. I believe—I *know*—that with a clear conception of the object in view boys would not dislike grammar if presented at an age when they are mature enough to comprehend what I am demanding they should know.

Those who are of the opinion that technical grammar should have a place in the curriculum for the grades make these four claims for their opinion: (1) That a study of technical grammar as a separate subject will teach the child to express himself correctly; (2) that it will help him to interpret the thought of others from the printed page; (3) it will give him a standard for criticism of correct speech for himself and others; (4) it will give him a basis for comparison in the study of other languages.

To illustrate the definite claims of 1 and 3. Can a study of *language* answer such question as "Is it correct to say 'The painter and the carpenter has as much to do as the poet?' and 'They rowed till daybreak, and then laid down to rest?' 'He divided between her and I?' And if not correct, explain why." "Whom shall I say called?" sounds all right, but it takes some grammar and a little parsing and analyzing to tell *why* we want the nominative form of the pronoun.

We expect pupils to interpret and appreciate the thought of others. *Never* should the combination of technical grammar and literature be attempted, for each will invariably spoil the other, and neither can accomplish its end. Dr. John Tyler in an address before the High School Section at Salt Lake City last February, along this same line, said: "In my early days Milton's *Paradise Lost* was mainly used as an excellent textbook for analysis and parsing. I learned one thing—to hate *Paradise Lost*, and I have never liked it since, and I am ashamed to confess it, because I am always looking for modifiers of the *third class*, and I don't know what that means any more. That is what Milton's *Paradise Lost* means to me. I have been robbed of my birthright."

All this bears on the interpretation of literature. But we English teachers demand that children shall be taught to *appreciate* it. How shall this be done? Teachers must realize the power they have over their pupils in *their own* appreciation of the subject. To quote again from Dr. John Tyler: "You wish that boy and that girl to catch the spirit of that poem? to find in it inspiration and power? to find a beauty in life that never was on sea or land? The eye is not the grandest sense organ we have; for the ear is the pathway to the heart, and that is what you want to get hold of. Did you ever try, instead of having the boy or the girl read it, to read it yourself to the class and to put your very life's blood into it? Try it some day. They cannot understand the poem, but they feel it. It has gone deeper than intellect—it has gone *into* and *through* the heart; and *through* the heart it has gotten hold of the will, and it has transfigured the spirit and the whole being. In this way you are certainly teaching literature—nobody can deny that. You have awakened an interest; you have led and inspired the adolescent to *share* your very best and highest enthusiasm, and after you have done that a few times your pupils will *demand* the best, and they won't be content with anything poor."



JANUARY, 1912

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New social and educational conditions require new social and educational adjustments. The social and educational conditions of the twentieth century are in many respects markedly different from those which obtained in the early part of the preceding century. Our population was then predominantly rural. There were few large cities. But during the latter part of the nineteenth century the commercial and industrial activities of the country began to multiply rapidly, and with the rapid extension of our commercial and industrial activities came the growth of large congested centers of population. With the growth of the city came the radical transformation of the social and industrial conditions of a large percentage of the population. When the people lived in the country or in small cities or villages, the home life provided those manifold activities which are essential for the symmetrical development of the individual's powers. The boy got his manual and vocational training in the routine activities of the home; in the family woodpile, the garden, the workshop, the field. The girl got her domestic science and vocational training in the family kitchen, the sewing-room, the garden. The boys and girls had opportunity to serve apprenticeships in the home by participating in its varied activities. They were receiving unconscious vocational tuition for the varied duties of life under more or less primitive conditions—exactly the sort of tuition which constitutes the entire training given by fathers and mothers among primitive races to their offspring. Moreover, the children of our parents or grandparents were not confined within large city blocks, as millions of them now are, where fresh air and sunlight are scarce, and where the opportunities for free play in the open are almost entirely lacking.

Today the picture is different for millions of our children. Their parents have become tenants and specialized wage-earners, doing all their work away from their homes, because labor in the cities has become highly specialized and almost entirely industrialized or institutional-

ized. Much work that was formerly done in the home is now done in factories. The consequence is that the modern city child has no occasion to obtain that valuable all-round apprenticeship which was the lot of his brother or sister of a few decades ago. Not only are the occupational activities of the father done away from the home, but often the mother also is obliged to toil all day in the shop, office or factory.

\* \* \*

Clearly our city educational systems have to deal with conditions today that were undreamed of a generation or two ago. The changed conditions of the homes of millions of our children

## NEW DUTIES OF PUBLIC SCHOOLS.

have left a gap in their training that must be filled. Is it not the duty of our city school systems to fill this gap? Nay, more, is it not the legitimate function of city school systems to supply that specialized vocational training which will enable the child to fit into the industrial conditions of today? Is it not the duty of the school authorities in each large center of population to study the forms of industry which exist, or which are developing, in their own territory and provide specialized vocational training for those trades or professions in which a large number of the pupils of the public schools will have to find their life work? In a word, must not the curricula of our schools be *progressively modified* to meet the changes which are always taking place in the social and commercial-industrial conditions not only in the country as a whole, but in each community?

All this by way of an introduction to a little sermonette on present-day educational tendencies. In education, as in politics or religion, we always have to deal with two types of mind, the standpat and the progressive. In education the ultra-progressive, or radical, tendency does not develop so strongly as the ultra-conservative, whence the general tendency is conservative or static. In educational affairs many of the leaders are satisfied to leave "well enough" alone. Boards of education and a large percentage of school patrons are inclined to resist any innovations which are attempted, either on the content side or on the method side of the course of study, and are inclined to apply ugly epithets to any new contents which have been added. Drawing, manual training, needle-work, wood and iron work, domestic science, the kindergarten activities are dubbed as "frills and fads."

The attempt to establish bureaus of research as integral parts of the public school system, in which the most economical methods of learning may be scientifically determined, in which subnormal children, speech defectives, blind, deaf and other defectives, as well as specially-gifted children, may be studied, properly classified, so that they may get just the treatment best adapted to their several conditions; in which the orthogenic effects upon mental and physical natures of the child, of such measures as medical and dental treatment, the humidifying of the air and the lowering of the temperature may be scientifically studied, and in which accurate financial and school statistics may be compiled—the attempt to organize this vital work is resisted on purely financial grounds. It takes money to support this work.

\* \* \*

And yet, it is on purely *economic grounds* and entirely aside from any humanitarian consideration that these

## TRUE ECONOMY IN ADMINISTRATION.

new functions should be assumed by the schools. It takes far more money to support wasteful than efficient work. It may take more money to support an efficient school system than an inefficient one, but the community will eventually realize far larger dividends on efficient than inefficient school work.

At the present time we are wasting millions of dollars



annually educating children along the old-line academic highway whose inclinations and capacities only fit them for vocational training.

We are wasting millions trying to educate subnormal and supernormal children in the regular classes. We are doing little, if anything, properly to classify and segregate them. We are trying to educate many feeble-minded children in the public schools who properly belong in institutions where they can be specially trained, carefully safeguarded from abuse and prevented from contaminating society with the seeds of racial degeneracy.

We are doing a gross injustice to normal children by trying to educate in the regular classes epileptics, who not only frighten the other pupils and upset the classroom routine by their convulsions, but who, because of their dispositions and mental condition, are an impediment to the progress of the class.

We are overloading the State with a large dependent class by not having unstable children, who are developing disequilibria and psychoses, examined by psycho-clinical experts, so that the work may be so adjusted to the individual needs of such pupils that abnormal tendencies may be counteracted. We are permanently imperiling the future of thousands of stammerers, stutterers and lispers by our almost entire neglect of them, although it is a conservative estimate to make that the condition of 60 per cent. of these unfortunates is entirely curable if the work were properly organized by a department of child study in the schools.

We are using old-fashioned methods of teaching which should have been discarded, and which would have been replaced long ago by more effective methods were it not for the low standards of eligibility qualifications to the teaching ranks set in many States, were it not for that public indifference to the welfare of the human animal which makes it possible for States to pay salaries to professors in agricultural schools, which are teaching us to *grow grains and turkeys*, which are twice as high as the salaries paid professors in training schools for teachers, which are instituted to train teachers properly to educate our *most precious national asset, our children*. We are satisfied with mediocre talents for the training of our teachers, but we insist on securing the best brains that the country affords for educating our stock-breeders and corn-raisers. Therefore, the agricultural colleges are enabled to make their professorships attractive to the best teaching ability that the country affords, while the normal schools must take what they can get at the meagre stipends which they are able to offer. Moreover, our public school systems make little effort to secure *educational research experts* to devise *more effective methods of teaching*, while practically all the agricultural schools have special subsidies for carrying on productive work.

We allow delinquent, truant and so-called incorrigible pupils to upset the work of the regular classes and to harass teachers and pupils, although the more economical and effective plan would be to segregate them in parental schools.

The above conditions are merely samples of our present-day wasteful methods of conducting the country's largest and most important public institution, the public school system. A private business concern conducted as our public schools are now conducted would soon become insolvent.

\* \* \*

That the public is beginning to realize our educational somnolence is becoming increasingly apparent from the loud wail of dissatisfaction which is heard from all sides. While much of the criticism is puerile, ill-conceived, unwarranted, malicious and extravagant, it does point to certain obvious defects in our educational procedure which should be remedied. But the remedy lies,

first of all, in teaching the public to realize that we have outgrown the educational swaddling clothes of a generation or two ago, and that new forces and new conditions have appeared, and always will appear, which require, and always will require, educational readjustments. Our main obstacle to obtaining a degree of educational progress in the public schools which shall keep pace with social and industrial progress is the rampant spirit of educational standpatism and indifference—standpatism and indifference, that is, as compared with the spirit of progress which is manifested in the business and industrial activities, and in certain of the scientific activities of the country.

\* \* \*

It is an interesting fact that the demand for professional training made itself felt first of all in the elementary schools, and particularly among primary teachers. One of the first discoveries was that the business of teaching little children the instruments of learning and grounding them in the fundamentals of an education is by no means simple merely because the subject matter of instruction is rudimentary. To do the work well requires a high degree of skill, and therefore should be preceded by careful theoretical and practical training. Such a requirement is now general for teachers in the elementary schools and there is already a growing demand for the same standard among high school teachers, it being recognized at last that a man or woman may have a thorough knowledge of mathematics or history and yet be wholly unable to give efficient instruction or to exercise a salutary influence upon adolescent youth.

The college and university are the last to wake up to the need of good teaching as distinguished from thorough knowledge or even productive scholarship. Several thoughtful educators during recent years have pointed out that the training for the Ph.D. degree, if unaccompanied by professional training, may be actually a disadvantage to a high school teacher. Now comes Prof. Robert L. Schuyler of Columbia University in a recent number of the *Educational Review* to tell us that in the college and university the question of teaching skill must also be considered. Prof. Schuyler points out that while the majority of men and women who take the Ph.D. degree become teachers, their entire preparation has been scholarly. They are trained investigators, but they have no definite and organized knowledge regarding the needs and capacity of the young men and women they will be called upon to instruct, nor have they had the least opportunity to acquire practical skill under competent guidance in the difficult art of teaching. Prof. Schuyler boldly declares that the practice of promoting college instructors for research work rather than for teaching power is a mistake.

Of course, nobody disparages scholarship. A well-trained and rich-informed mind is a fundamental necessity to good teaching—but it is not all sufficient. The colleges, and particularly the universities, should abate nothing in their zeal for research and productive scholarship, but such results must never be confused with teaching power. It is highly desirable that the two should co-exist in the same person, but they very frequently do not, and that is the vital point which our higher institutions are learning and which in good time they will regularly take into account in making appointments to their faculties.

#### PUBLIC IS AWAKENING.

# A STUDY OF LINCOLN

AN APPROPRIATE COMPOSITION FOR FEBRUARY 12TH, SUITABLE FOR THE MIDDLE  
GRAMMAR GRADES

By SARAH A. ALBRAY

Woodward High School, Cincinnati, Ohio

*Aim.*—To stimulate interest in composition by having the children compose a play suitable for presentation by members of the class on Lincoln's Birthday.

*Material.*—Part of the story, "The Perfect Tribute," by Mary Shipman Andrews.

*Synopsis—Scene I.*—The day after the delivery of the speech at Gettysburg, Lincoln is walking along a street in Washington soliloquizing about his supposed failure of the day before, when a boy, Warrington Blair, accidentally runs against him. Lincoln learns that the boy is hurrying to find a lawyer to draw a will for his brother, a Confederate soldier, who lies dying in the prison hospital near by. Lincoln offers to accompany the boy to the hospital and draw the will.

*Scene II.*—The wounded man, Carter Hampton Blair, is interested to find that his new friend is named Lincoln, but does not guess his identity with the President of the United States. He talks to him of the great speech delivered at Gettysburg the day before, and, though a Southerner, gives it warmest praise. Just before Lincoln leaves, after completing the will, he makes known to the wounded Confederate that the lawyer is the author of the speech and the President of the United States.

## THE LESSON AS DEVELOPED IN THE CLASS.

On February 12 we are to celebrate the birthday of a great American. Whose is it? We want to prepare a good program for our entertainment, and I have been trying to find a play for some of us to act. About what do you think the play should be? I could not find a play about Lincoln, but the story we have been reading about him has been so interesting that I have wondered whether we could not use it. Since it is not written as a play, what shall we have to do? How is a play different from a story? When the actors do something as they speak, how is the reader told about that?

This story is too long for us to use it all. What part could we not very well represent? Why? Now think of some parts that would be easy to act and would tell a complete story. (For the first part we agreed to tell about the meeting of Mr. Lincoln and Warrington Blair in Washington.) In a play we must tell the story by giving what? What was their conversation about?

What would make a good scene to follow that one? What other person would be in that scene? What did they talk about? What made this conversation particularly interesting? How did Carter find out that he was talking to the President?

Now we have decided what we shall write about, and you may prepare to write. We shall all keep together, so as not to get our story mixed up; but each pupil is to put down what he thinks the speakers said each time.

The subject of the book we have read seems to me a little hard to understand, so you may write what you think would be a suitable name for our play.

When people begin to read a play, what do they need to know so as to understand it? We call the people in a play "characters." Who are the characters in our play? Write the word *characters* under your subject. Who is the principal character? Write his full name on the next line. The next in importance? How would our readers know who Carter Hampton Blair was? The third character? How shall we tell who he was? Write these characters and who they are.

Did all the play occur in one place? How shall we tell about this? Write *Scene I*. Where did it take place? Write that on the next line.

Now we are ready for the conversation between Lincoln and Warrington. How shall we tell which is talking? Do you remember what Lincoln was doing as he walked along? What was he talking to himself about? After his name write what you think he was saying. You need not try to remember the words of the book.

As Lincoln was saying this, what happened? How did Warrington act? Write down what you think he said. What kind of an answer did Lincoln make? Write just what you think he said. When Lincoln asked Warrington what was wrong, what did he reply? Write the words which you think he used.

(With such questions as these, the writing was guided so that the children wrote practically the same, yet used their own ideas as to the exact words of the speakers. The essential speeches were sometimes given orally in indirect form, and then the children wrote the direct speech.)

One scene was completed at the first lesson; the papers were read over by the teacher without correction, and the best speeches, several for each quotation, were marked to be read to the class. At the next lesson the papers were returned to the pupils. The first speech was read in several ways by different children, then a vote taken as to which way was best. The child whose speech was chosen wrote it on the blackboard. The various replies to this speech were read, the best selected and written on the board, etc. Sometimes, after discussion, we felt that it would be better to take parts of what had been written by two children and combine them on the board.

When the whole scene had been worked out and put on the blackboard we read it over carefully, the children correcting the spelling and punctuation, and here and there changing the diction. Then the entire class copied what was on the board. The second scene was worked out in a similar manner in later lessons.

The play was given by three boys of the class on February 12, to the great delight of its authors.



## LINCOLN AND THE CONFEDERATE SOLDIER.

## CHARACTERS:

*Abraham Lincoln**Carter Hampton Blair, a Confederate Soldier**Warrington Blair, the Brother of Carter*

## SCENE I.—A STREET IN WASHINGTON.

*Enter Lincoln.*

*Lincoln*—I know it was a poor speech, but I did my best. I knew it would not be cheered by any of the people.

*Enter Warrington, Running.*

*Warrington*—Get out of my way! Can't a Southerner even walk on a sidewalk in Washington? I want to get out of this horrible city.

*Lincoln*—What's the matter, sonny? It was not my fault; it was your own. Why are you in such a hurry? Is anything wrong?

*Warrington*—Wrong! Wrong! Everything is wrong! The Government of the Yankees and the whole world are wrong!

*Lincoln*—Go on; every little helps.

*Warrington*—I—I am going to get a lawyer.

*Lincoln*—What do you want with a lawyer, my boy?

*Warrington*—For my brother there in the prison hospital. He is a captain in the Confederate Army, and was wounded at Gettysburg, and they say that—that he is dying, but I don't believe it. He can't be dying! He is engaged to Miss Sallie Maxfield, and he wants the money to go to her, but if he does not make a will, it will go to Nellie and me. You know Nellie is my sister. She has gone to take a position as secretary to my cousin. I wish she hadn't gone. I could take care of her myself.

*Lincoln*—And so you are worrying for fear that you will inherit money? I can fix that up all right, as I used to study law when I was young. I will draw the will for you.

*Warrington*—Oh! I am so glad! Why didn't you tell me right away that you were a lawyer? I apologize for being so rude. Is it very expensive to draw a will?

*Lincoln*—No, sonny, it is the cheapest thing in the world for a man to do.

*Warrington*—We can pay, then, because Nellie has some jewels and I think some other things. Well, come along, because we have to hurry. The guards will know me in the prison.

## SCENE II.—IN THE PRISON HOSPITAL.

*Carter in Bed. Enter Lincoln and Warrington.*

*Carter*—That's good of you, Warry, to get a lawyer. How do you do, Mr.—Oh! Warry did not tell me your name.

*Lincoln*—My name is Lincoln.

*Carter*—That is a pretty good name for a Northerner. I suppose you are a Northerner, aren't you?

*Lincoln*—Well, yes, I am on that side of the fence. You may call me a Northerner, or a Yankee, if you like.

*Carter*—Something about you pleases me, and I wish I could call you a friend. May I consider you one?

*Lincoln*—Shake hands. Friends it is until death. (They shake hands.)



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*Carter*—There are pen and ink on the table. Let us go on with the will, before one of those breezes comes again and blows me too far.

*Lincoln*—To whom do you want to bequeath the money?

*Carter*—I want to bequeath all I have to Miss Sallie Maxfield, my intended wife. (Lincoln writes the will.)

*Lincoln*—Now you must sign the will, Mr. Blair. (Carter signs and Lincoln prepares to go.)

*Carter*—Do not go, Mr. Lincoln. I would like to talk to you about Abraham Lincoln. Did you read that great speech which he made at Gettysburg yesterday?

*Lincoln*—No; I have not read it.

*Carter*—Are you a relative of the President?

*Lincoln*—I am a sort of connection of his through my grandfather.

*Carter*—I think it is just the finest speech I ever heard of. Senator Warrington, who is on the Northern side, too, was there when Lincoln made the speech, and he said not a person cheered. It went to their hearts like the Lord's Prayer, because it was so fine. Oh! I wish I could have heard it!

*Lincoln*—That pleases me.

*Carter*—Warry, boy, get the paper that Nellie brought this morning off the table and read the speech to Mr. Lincoln. (Warrington reads the speech.)

*Carter*—My! but I should like to shake hands with the man who made that great speech. (Lincoln takes Carter's hand.)

*Lincoln*—Your hand is now in that of Abraham Lincoln. I am the President.

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In certain classes of educational literature the library is clearly the most completely equipped in the country. Such classes are its files of official school reports, laws, etc., State and city; of catalogues and reports of universities, colleges and schools; of transactions of educational associations, and its bound sets of educational periodicals, all of which are constantly augmented and kept up to date. Both American and foreign publications are included in these classes, which form a collection of valuable source material for investigators in educational administration, practice and history. The library also contains a large collection of school and college textbooks of early and recent date, in all the principal subjects, which is undergoing amplification and arrangement so as to illustrate the history of textbook publication and to furnish examples of the best modern productions in this field.

On subjects in educational history and administration, theory of education and principles and practice of teaching, the library contains a very full representation of both early and recent works, and special effort is made to secure all current publications, domestic and foreign, which deserve a place in a complete pedagogical library. There is also a large collection of pamphlets, many of them unusual and otherwise of value. The library has a dictionary catalogue of printed cards, copy for which is largely prepared by its own cataloguers, in co-operation with the Library of Congress, whose system of classification is used for the books on the shelves.

The library offers to readers the use of its material according to two methods—(1) by direct consultation at the bureau in Washington, and (2) by interlibrary and personal loans.

(1) Suitable reading-room accommodations are available at the library, and visitors are cordially invited to make it their headquarters for the prosecution of research and study, for which every possible facility and assistance will be furnished. Investigators are allowed direct access to the shelves.

(2) To non-residents unable to visit the library, books which can be spared without detriment to the office work will be loaned free of charge under the interlibrary loan system, by which a library in the borrower's home town assumes responsibility for the loan. In certain cases, books may be loaned to teachers under the guarantee of

a responsible school official, or of a personal deposit. Non-resident teachers, schoolmen and students of education are invited to send requests for the loan of books desired, which will be filled if possible. Books are regularly forwarded by mail, under frank, and may ordinarily be retained for two weeks, subject to renewal.

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# EDUCATIONAL NEWS NOTES

## PARAGRAPHS CONCERNING THE ACTIVITIES OF INDIVIDUALS AND INSTITUTIONS IN THE HOME AND FOREIGN FIELD

*Meeting of Superintendents.*—The Department of Superintendence of the National Education Association will hold its next annual meeting in St. Louis, Mo., February 27, 28 and 29, 1912. The National Council of Education and the Department of Normal Schools of the National Education Association will also hold special sessions in connection with the Department of Superintendence and at the same time. Other societies, namely The National Society for the Study of Education, The Society of College Teachers of Education, the National Committee on Agricultural Education, and the Educational Press Association of America will also hold meetings at the same time and place. Several of the above-named societies will meet on Monday, February 26, before the opening of the regular sessions of the Department of Superintendence.

*Learning To Be Mothers.*—"Little mothers'" schools have been established in Chicago. Hereafter on each Saturday morning one room in every school building in the city will be turned over for the instruction of girls in the care of babies. Dolls will be the babies, and nurses will teach the classes. Training in the proper methods of bathing, feeding and entertaining babies and how to make the cradle comfortable will be taken up by the teachers. The pupils will be given lectures on the care of the nursing bottle, the preparation of milk, the necessity of ventilation and how to clean, air and sun baby's wardrobe. The equipment will be furnished by the Board of Health. The "little mothers'" school was tried out as an experiment in three schools a few months ago, and the favorable reports from these led to their establishment in all public schools.

*The Modern Drama.*—George Pierce Baker, Professor of Dramatic Literature in Harvard University, is, according to the *American Magazine*, a man who has broken the pedantic prejudice against teaching the modern drama. He has brought the university and the theater together. He founded the course to instruct aspiring dramatists in the technique of the stage and has achieved so much in the way of

practical results that he has been called "the maker of playwrights."

*Educational Progress.*—Greater progress has been made in education in the United States during the past 10 years than in any previous decade in the country's history. A study of this development just completed by the Federal Bureau of Education shows that in the years 1900 to 1910 the annual income of the public schools has been nearly doubled, having increased from \$220,000,000 to \$425,000,000,

teachers also are larger than 10 years ago, the average salary of male teachers being now \$65 a month, as compared with \$46.50 in 1900, and those of women from \$34 a month to \$52.

*Teachers' Association in Baltimore County.*—Articles of incorporation of the Assistant School Teachers' Association of Baltimore County were filed for record recently in the clerk's office at Towson. The incorporators are Misses Mary G. Logue, Anna M. A. Padian, Annie J. Godfrey, Mary K.



Did you ever think that under the snow,  
That stretches so bleak and blank and cold,  
Are beauty and warmth that we do not know—  
Green leaves and fields and blossoms of gold?

while annual appropriations to normal schools for the training of teachers have grown from \$2,765,000 to \$6,620,000. The value of public school property in 1900 was \$550,000,000; in 1910 it was more than \$1,000,000,000. During the same period the average length of the common school term increased from 144 to 156 days, and the average attendance of children enrolled from 99 to 114 days. The number of public high schools advanced from 6005 to 10,213, and the number of teachers therein from about 20,000 to more than 41,000, while the total of public school teachers increased from 423,000 to 512,000. Salaries of

Rodgers, Eleanor H. Thorpe, E. Katharine McMaster, M. Cassie Ady, Emma C. Monroe, Ella M. Emory, Mary E. W. Risteau, Mary F. Coser and Mrs. Blanche C. Shargreen. The association was formed for the purpose of promoting the social and moral welfare of the public school teachers of Baltimore county. It has no stock. The office will be at Towson.

*Study and Nourishment.*—A child cannot continue in a sound mental condition unless he gets plenty of wholesome, nourishing food. Investigation into the cause of backwardness in



children reveals almost invariably ill health or lack of nourishment. Examination of eyes, ears, teeth and throats reveals defects that are generally remedied when called to the attention of parents. Open-air schools have been established in many cities for weak or tuberculous pupils. These things have worked wonders. But only a few school boards have attacked the problem of proper feeding of pupils. In Chicago the teachers found that children from the poorer quarters suffered severely from under-feeding and improper food. Some did not get enough to eat, while others were fed on badly cooked food that caused constant indigestion. Undeterred by any fear that they would be charged with "turning the schools into lunchrooms" or "pauperizing" the children, the School Board decided to serve, at the noon recess, lunches at cost. The experiment appears to be a decided success. Fed on simple, wholesome food instead of cakes, cheap candies and indigestibles, the pupils show a marked improvement in general health, their brains are more active, with a consequent improvement in their school work. At the same time they are taught table manners, and a courtesy to which they have been strangers. This may be unconstitutional; it may not accord with the idea that the only thing for a school to do is to teach "readin', writin' and 'ritmetic." But the plan seems to be inspired by hard common sense and is well worth the trial.—Baltimore Sun.

*Public Lectures on Backward Children.*—Beginning Saturday, January 6, Dr. Edmund B. Huey, who has recently been appointed Lecturer on Mental Development in the Johns Hopkins University and Assistant in the Phipps Clinic of the Hospital, will give a series of public lectures on each Saturday that the University is in session, continuing to near the close of the university year. The object of the course is, first, to present some representative work that is being done in the study and treatment of defective children; second, to make as intelligible as possible certain psychological conceptions which are currently used in the study of cases. While the selection of topics, the distribution of time to each, and the order of presentation may need modification as the course proceeds, the following headings suggest the main features of the course as planned: *Clinical Psychology, Feeble-Minded Children, Backward and Feeble-Minded Children, Examination and Study of Cases, The*

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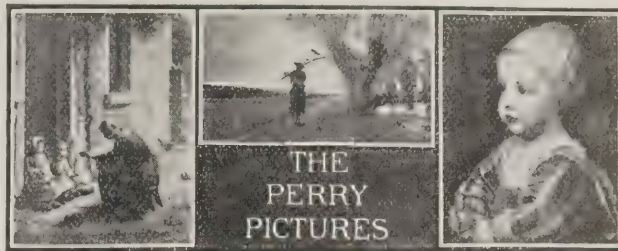
*F. W. Thomas in California.*—Mr. F. W. Thomas, formerly principal of the University of Illinois Academy and supervisor of practice-teaching in the School of Education, is now principal of the high school at Santa Monica, Cal.

*Dr. Coffman's New Position.*—Dr. Lotus D. Coffman, whose lately published "The Social Composition of the Teaching Population" is attracting much attention, has been appointed to a lectureship in education at the University of Illinois. Dr. Coffman retains during the present year his former position as superintendent of the training department of the Eastern Illinois State Normal School at Charleston. He lectures at the university on Mondays and Tuesdays.

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*Prof. Bristol on Retiring Board.*—The New York State Commissioner of Education has named Prof. Bristol of Cornell University a member of the board of retirement for public school teachers.



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"Quiet Zones" for Schools.—There is a most important feature of school-sanitation which, up to the present, has not been recognized, namely, the urgent need of protecting the young from the injurious effect of outside noise, which, by rendering concentration difficult, increases the mental effort required for school tasks, and by preventing free ventilation, menaces the physical well-being of the child. This is a matter so grave and so far-reaching in its consequences, that its utter neglect is little short of incredible. However, within the past few weeks, since the Society for the Suppression of Unnecessary Noise brought this question to the attention of Educational and Health Boards throughout the country, there has been such an up-flaming of interest in the project of forming School-Zones, that the outlook is bright for better things. Within these few weeks, twenty-five State Boards and the educational heads of 75 cities have enthusiastically endorsed the plan, so that energetic action will probably be necessary if New York desires to take the lead in drawing a protecting circle around her schools as she has already done around her hospitals. These Hospital-Zones, created several years ago at the request of the Society by the Board of Aldermen, have since been established by municipalities all over the United States, and yet, marked as has been the rapidity of their growth, it is predicted that it will be surpassed by that of the School-Zones.—*Forum*.

*Japanese Lectures.*—Dr. Ira Remsen, president of the Johns Hopkins University, announces a series of lectures to be given at the university this month and in February by Dr. Inazo

## ARE YOU INTERESTED IN SCIENTIFIC STUDIES

OF THE

## Problems of Teaching?

You should not miss the series of articles now appearing in the *JOURNAL OF EDUCATIONAL PSYCHOLOGY*, beginning with May, 1911. Each subject of the elementary and secondary course of study will be surveyed by a specialist, who will present a number of the important problems which confront the teacher, and who will suggest experimental methods for attacking these problems.

We believe that this series of articles is unique in the history of education in this country. It represents an endeavor to establish the methods of teaching school subjects upon the bedrock of experimental investigation. As the problems discussed are taken up and worked over experimentally by superintendents, principals and teachers, there will be amassed a body of definite fact which will constitute the foundation of a genuine science of teaching.

Let us do away with mere opinion and dogmatic assertion in discussions of teaching, and come to its problems with open minds. As Dr. Luther H. Gulick of the Russell Sage Foundation well says: "Theories and convictions can never solve such problems; their only solution lies in a searching analysis of existing conditions, in measuring results in a sufficient number of cases to arrive at definite conclusions."

The public demands greater efficiency in education. Is your work in English, Arithmetic, Writing and Spelling as efficient as it might be? These articles will contain suggestions for measuring the abilities of pupils and classes in school subjects, and thus determining the efficiency of your teaching.

Provisional arrangements have been made for the following articles:

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- Spelling.**—Mr. Henry C. Pearson, Principal Horace Mann School, Teachers' College, Columbia University.  
**Reading.**—Prof. Walter F. Dearborn, University of Chicago.  
**Writing.**—Prof. Frank N. Freeman, University of Chicago.  
**A Scale for Merit in English Writing.**—Prof. Edward L. Thorndike, Teachers' College, Columbia University.  
**Arithmetic.**—Dr. C. W. Stone, Virginia State Normal School.  
**Geography.**—Prof. W. W. Charters, University of Missouri.  
**Nature Study.**—Mr. Frederick L. Holtz, Brooklyn Training School for Teachers.  
**History.**—Mr. S. A. Courtis and Miss S. Hadley, Detroit Home and Day School.  
**Singing.**—Prof. Charles H. Farnsworth, Teachers' College, Columbia University.  
**Drawing.**—Prof. Walter Sargent, University of Chicago.  
**Vocational Education.**—Dr. David Snedden, Massachusetts State Commissioner of Education.  
**Agriculture.**—Mr. Garland A. Bricker, Ohio State University.

### SECONDARY SCHOOL SUBJECTS

- Latin.**—Mr. John C. Kirtland, Phillips Exeter Academy.  
**German.**—Mr. Valentine Buehner, Manual Arts High School, Los Angeles, Cal.  
**English.**—Prof. Harry Kendall Bassett, University of Wisconsin.  
**Physics.**—Prof. C. R. Mann, University of Chicago.  
**Chemistry.**—Prof. H. P. Talbot, Massachusetts Institute of Technology.  
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**Biology.**—Prof. Maurice A. Bigelow, Teachers' College, Columbia University.  
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Nitobe of Japan upon the subject "Some Characteristics of the Land and People of Japan." These lectures are considered to be the most important that have been given at the university in years, as the course will mark a new step in the establishment of more friendly relations between this country and Japan. Dr. Nitobe is at present the president of the First National College and professor in the Imperial University, Tokio. Dr. Nitobe's lectures will be given in McCoy Hall at 5 o'clock, beginning Thursday, January 11. No cards of admission will be required. The lectures and the dates on which they will be given are:

Thursday, January 11—Introductory.

Monday, January 15—Geographical Features of Japan.

Thursday, January 18—History.

Monday, January 22—Race and Racial Traits.

Thursday, January 25—Religion.

Thursday, January 29—Moral Ideas and Morals.

Thursday, February 1—Industrial Problems.

Monday, February 5—Relations Between Japan and America.

*Compulsory School Attendance.*—A State-wide school attendance will soon be introduced in the Legislature. A meeting of the Maryland School Attendance Committee was held recently at the Federated Charities Building and a copy of the proposed law presented for consideration of the members. Several changes will be made, and then it will be ready for the State lawmakers. It is believed that the bill will have clear sailing, as it will, it is said, have the endorsement of a majority of the county legislators and has been approved by the superintendents of the different counties. It is proposed to make the State-wide law similar to that in operation in Baltimore City and Montgomery county. In the new bill the age limit will be raised, making compulsory attendance between the ages of 8 and 14 years. It is also proposed to force attendance for four months of the year, though the different county boards may raise this, but cannot go under it.

*Washington County Institute.*—The Washington County Teachers' Institute was held at Hagerstown the first week of January. It was attended by several hundred teachers. The morning sessions were held in Surrey School and the afternoon sessions in the courthouse. Prof. Samuel M. North of the Baltimore Polytechnic Institute spoke on the teaching of literature and composition work in the grammar and high

schools, and Prof. B. F. Crockeron of the Baltimore County Agricultural High School gave experiments of interest to farmers, using a class of six boys. He tested a number of soils.

*Institute at Frederick.*—The annual Frederick County Teachers' Institute began on Tuesday, January 2, at the Woman's College with an attendance of 240 instructors. School Examiner John T. White called the meeting to order, and an address was delivered by John S. Newman, president of the School Commissioners. Addresses were also made by Prof. Appel, president of the Woman's College; Dr. H. C. Gardiner of the Normal School at Millersville, Pa.; Prof. R. E. Keeney, Middletown, and Prof. J. A. Jaquith of the State Normal School. The institute continued until Friday.

*Baltimore's New Dramatic School.* Beginning January 15 a school of dramatic training will be opened in the parlors of Albaugh's Theater as a branch of the Hickman School of Speech and Drama, which is now in its ninth year in Washington. The director is Robert N. Hickman, for 12 years stage director with Charles Frohman's companies. Between 60 and 70 graduates from the school have been placed upon the professional stage.

*Berlin Meeting of German Teachers.* The teachers of German of America are looking forward expectantly to the meeting of the German-American Teachers' Association, to be held in Berlin next July. The last gathering of this organization, which has a membership of about 1000, was held in Buffalo, as reported in THE ATLANTIC at the time. Among the Buffalo teachers taking a prominent part in the affairs of the Association and the trip this summer are Prof. John L. Luebben of Masten Park High School and Miss Bertha Raab of School No. 49. Both will attend the convention. Prof. Luebben is chairman of a committee of the association, and Miss Raab is the second secretary. There are 75 teachers of German in Buffalo schools, and many of them hope to take the trip to Berlin. Much of the interest in the trip will arise from the favorable opportunity offered of study in German educational institutions, as both the normal schools and universities will be in session in July. Many teachers will attend some university or school while abroad. Special rates of transportation will be afforded, and for this reason an excellent opportu-

nity of visiting Germany is open not only to members of the association, but also to other teachers who may wish to avail themselves of it.

*Industrial Education Society.*—A meeting will be held in Buffalo on February 23 and 24 of the New York State branch of the National Society for the Promotion of Industrial Education. Men of national prominence will speak on vocational work. The attendance is expected to be about 100.

*Buffalo's Essay Contest.*—Buffalo public schools are engaged in essay contests in which several thousand pupils are taking part. The Society for the Prevention of Cruelty to Animals offers prizes for the best work submitted, the contests ending March 1. The work covers an exposition of a number of poems, the purpose being to promote a better understanding of the proper relation toward dumb animals.

JOHN W. CHAMBERLIN.

## A TEACHERS' CATHECISM

By H. M. JOHNSON,

1. *Question:* When is a school well disciplined?

*Answer:* When it does the right thing willingly.

2. *Question:* What is the right thing?

*Answer:* It is the thing permitted or required by the teacher, if it contributes the most to the pleasure and profit of one individual pupil without interfering with the pleasure and profit of any other individual pupil.

3. *Question:* What causes the school to do the right thing willingly?

*Answer:* A clear knowledge upon the part of the pupil that it is the right thing and that it must be done.

4. *Question:* What gives the pupil this knowledge?

*Answer:* A judicious mixture of kindness, firmness—not scolding, and intelligence upon the part of the teacher in her daily administration of the school.

5. *Question:* What aids the teacher in the preparation of this mixture?

*Answer:* First, whole-souled consecration to her work; second, full knowledge of her subject and of the best methods of teaching it; third, intimate acquaintance with her children; fourth, wise counsel from persons and books; fifth, thoughtful reflection.

6. *Question:* How is bad discipline corrected?

*Answer:* By substituting the right thing for the wrong thing for the child to do.





# Books and Magazines

## **A Brief Course in the Teaching Process.**

By George Drayton Strayer. The Macmillan Company, New York.

The two preceding numbers in this "Brief Course" series, dealing with the history and the principles of education, have raised a high standard in textbooks in those subjects. Dr. Strayer's work will probably have even a wider influence among elementary school teachers, for it concerns itself with problems which must be met every day in the schools. But help will be found here for more than immediate needs, for throughout the book the relationship of the immediate to the large movements of life and the opportunities in the immediate and the necessary for growth and progress are shown.

The central theme is the Teaching Process. There are chapters on seven types of lessons; drill, inductive, deductive, lesson for appreciation, study, review or examination, and, last of all, recitation, "not comparable in importance to other types of exercises discussed." Later chapters take up questioning, social phases of the recitation, the physical welfare of children, moral training, class management, lesson plans, the teacher in relation to supervision and to the course of study, measuring results in education.

The democratic factors of participation by all concerned are evident throughout the entire work, yet there is no failure in recognizing the authority factors. The responsibility of pupils for data, plans and results, and the teachers' share in making the course of study, have, as one outcome among others, increased respect for and ability to use the work of the expert.

There are 50 pages of specimen lesson plans, and, in the appendix, nearly the same number of pages of outlines on the teaching of English, mathematics, geography and History. These latter are by Professors Baker, Smith, Dodge and Johnson of Teachers' College. The work of various other persons with whom the author has been associated is also incorporated. Thus 11 pages under "Measuring Results in Education" are given to a summary of Dr. Stone's excellent study of "Arithmetical Abilities." This extensive use of the work of fellow-teachers and of students, with due credit given, makes the book one of the best examples we have of co-operation under effective leadership.

The next number to appear will be Dr. Dewey's "Brief Course in the Philosophy of Education." F. A. M.

**Pay-Day.** By C. Hanford Henderson. Pp. 339 + vi. \$1.50 net. Houghton-Mifflin Company, New York.

The author of the chapter on "The Experimental Life" in "Education and the Larger Life" may be expected to have positive ideas about industrial and vocational education. These are communicated in "Pay-Day." Dr. Henderson was a pioneer in the manual-training movement in Amer-

ica. The criticism he offers of present tendencies will be good reading for all teachers. The size of the difficulties he attacks and our inability to meet them all at once often causes us to fail to give due consideration to them. F. A. M.

## **Relative Efficiency of Phonetic Alphabets.**

By Guy Montrose Whipple. 52 pp. 35 cents. Educational Psychology Monographs. Warwick & York, Inc., Baltimore. 1911.

This is an extremely valuable experimental study of the comparative excellencies of the Webster key alphabet (based on diacritical marks), and the key recently adopted by the Department of Superintendence of the National Educational Association (based on differences in the letter-forms; one sign for one sound).

The experiments, which were carried out on squads of public-school children and college students, embraced tests on the comparative ease of forming the associations between the *diacritical marks*, on the one hand, and the *letter-symbols* on the other, and lists of key-words as employed in the two systems; tests on the comparative *permanence* of the associations between the phonic symbols and their key-words, after the connections in each system had been brought to the same stage of mastery; tests of *preferred pronunciation*; tests of the facility and accuracy of *applying* the two keys, as determined by the ability to pronounce proper names and nonsense syllables which had been printed in the phonic characters of the two keys, and as determined by a test of phonic transcription of lists of words written without any phonic symbols.

The conclusions of this research will probably stagger the theoretical propagandists who, speaking as qualified authorities, have persuaded several well-known publishers to adopt in their dictionaries and textbooks the new letter-symbol key of indicating pronunciation; for on every score the investigation shows indubitably that the Webster-key alphabet is superior to the letter-symbol alphabet.

Does it not strike the gentle reader as ludicrously presumptuous that, in a generation when the methods of experimental science are available for solving problems such as these, a revised key for indicating pronunciation should be proposed and adopted by committees of eminent philologists and educators who have not so much as made a single attempt to submit their key to actual experimental test? Is it not fundamentally a crime against future generations of school children to replace an old tried system of pronouncing symbols by a new untried system, which is "theoretically" perfect only because it has been complacently spun out of the inner consciousness of arm-chair educational or philological theorists? Is it not lamentable that associations of a national character should presume to appoint committees to revise pronouncing symbols without including in the committee membership a single *experimental* pedagogist or psychologist of recognized standing? Surely this is no problem that can be solved by mediaeval arm-chair

methods. It is obviously an experimental problem.

Dr. Whipple's experimental attack has yielded results transcending in value all the preceding discussions of the sanctified theorist's den. His conclusion that the proposed key is "pedagogically undesirable because it is unnatural, difficult to learn and use" cannot be brushed aside by lexicographers, educators and philologists.

Will the day ever come when the *scientific* educational workers of the country will have become so dominant in the councils

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**Experiments in Educational Psychology.**

By Daniel Starch. Pp. 183 and vii. 90 cents net. Macmillan Company, New York. 1911.

Books are appearing which give the results, in so far as they are available, of work done in psychology and educational laboratories. In order to appreciate and use these results teachers and students need to have had some laboratory experience. This manual furnishes in convenient form a guide to laboratory undertakings. The 13 chapters outline experiments in individual differences, visual and auditory tests and defects, mental images, the trial and error method of learning, the progress of learning, the transference of training, association, apperception, attention, memory, work and fatigue.

The tests are for the most part not new, but they are well assembled and clearly stated. The four chapters on learning and transference of training will help many who are interested in these subjects to get at them more correctly than before. The book will have value to individual students and teachers who do not have laboratory facilities as well as to those who are in well-equipped institutions.

F. A. M.

**Introduction to Psychology.**

By Robert M. Yerkes. Pp. 427 and xii. Henry Holt &amp; Co., New York. 1911.

The five sections of this book after the introduction deal with description, genetic description or history, generalization, explanation and correlation, control. The aim is to present an outline and not a manual—a sketch of the science, and not a compendium of facts. The author makes clear his position. "If tomorrow it should be proved beyond reasonable doubt that consciousness exists apart from living bodies, the discovery would in no way modify the conception of psychology which this book presents." The writer "prefers, on the basis of introspection as well as logic, to place explanation in terms of psychical causality among the tasks of the psychologist, and to admit, as one of his border-line tasks, connecting physiology and psychology, the study of the correlation of mental processes with bodily processes."

This intention frequently referred to is an important factor in determining the nature of the book, which will prove stimulating reading for students of the subject. The author's extensive acquaintance with the field of comparative psychology leads him to present much illuminating material which does not usually find its way into an elementary textbook.

F. A. M.

**Psychology and Pedagogy of Writing.**

A Resume of the Researches and Experiments Bearing on the History and Pedagogy of Writing. By Mary E. Thompson. 128 pp. \$1.25. Warwick &amp; York, Inc., Baltimore. 1911. (Educational Psychology Monographs.)

This book essentially is what it purports to be—a resume and collation of the American, German and French experimental material bearing on the physiology, psychology and pedagogy of one of the fundamental school arts. The data thus made available within the compass of one volume are particularly valuable to the non-technical educationist and the teacher and supervisor of

writing, who would in all probability never have had access to the widely-scattered original memoirs.

Dr. Thompson shows the value of acquiring facility in the writing art under present-day social and industrial conditions, traces the historical development of the alphabet, indicates how writing has passed through three developmental stages (the use of mere objects for mnemonic purposes, of ideograms and phonograms), describes the psychological and neurological conditions or antecedents of a voluntary movement, such as writing, and summarizes the laboratory results of experiments which bear on the various factors involved in the act of writing, such as the rapidity, accuracy, initial adjustment, control, habituation, slope, pressure and pronation of the writing movements. The final chapter contains some of the pedagogical implications of the investigations detailed in the earlier sections, and also contains Thorndike's qualitative scale of handwriting. A bibliography of 44 titles concludes the treatment.

The monograph suffers somewhat from a certain diffuseness—the fourth chapter is repetitions to a noticeable degree—but this does not affect the value of the experimental materials which are resumed.

This book should find its greatest utility in stimulating teachers of writing (most of whom will obtain a birds'-eye view for the first time from the reading of its pages of the vital experimental problems involved in handwriting which have already been attacked) to undertake further researches, and particularly to work out more fully the experimental pedagogy of the art of writing. No special teacher of writing should presume to teach this important art who is not fully conversant with the data which are summarized in this book.

J. E. WALLACE WALLIN.

**Industrial Drawing and Geometry.**

By Henry J. Spooner, C.E. Longmans, Green &amp; Co., New York.

This book is all it claims to be—an introduction to various branches of technical drawing.

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**The Teaching of High School Mathematics.**

By George W. Evans. Pages 94

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**Plane Geometry**, by Hart and Feldman (303 pp., American Book Co.), is a new book, worthy of careful examination. The general content of the five "books" is much the same as that of the stock textbook, but with a careful rearrangement of theorems, so that with perhaps one or two exceptions every construction is given and proved before it is required for drawing a correct figure. Especially worthy of notice is the rearrangement of the theorems on parallels. A number of theorems are proved in a more teachable way than is customary, though the proofs of some might still be improved on. The arrangement of the proofs and reasons in parallel columns is unique, and the appearance of the text is neat. The book is embellished with cuts of a number of famous geometers, accompanied by short biographical sketches, which add interest to the work.

The one plat on this most interesting book is the discarding of the time-honored term "legs" of an isosceles triangle and replacing it by the word "arms" or "sides," the first of which is meaningless, and the second indefinite. H. A. C.

**Life Stories for Young People**, a series of short biographies and histories translated from the German by George P. Upton, represents a happy thought. Several of the earlier issues have already been mentioned in this department. A group recently published includes biographies of Columbus, Cortez, Pizarro, William Penn, George Washington, Benjamin Franklin and volumes on Maximilian in Mexico and on Eric the Red, Leif the Lucky and other pre-Columbian discoverers of America. Most of these are the work of competent German writers, and are valuable for the impartial view of outsiders, yet in most cases the work has been very carefully done, and with little trace of prejudice. One might read the sketch of Washington, for instance, with scarcely a suspicion that it was not written by an American. The volumes are of convenient size, uniformly bound, contain about 135 pages each, and are sold at 50 cents net per volume. (A. C. McClurg & Co., Chicago.)

**Readings in American History**, by Edgar W. Ames of the Troy High School, represent the response to a very real need in history teaching. Book I (166 pages, 25 cents) contains John Smith's "True Relation," Juet's "Discovery of the Hudson," Bradford's "Plymouth Plantation" and Hutchinson's "Destruction of the Tea." Book II (140 pages, 25 cents) contains the "Monroe Doctrine," Lincoln's "Inaugurals," Seward's "Speech on Alaska" and the "Autobiography of Peter Cooper." The plan of having small, well-made volumes at a low price containing reprints of original historical material is an excellent one. The history departments ought to have available such material, just as the English departments have for the teaching of literature. Mr. Ames' editing is not all that could be de-

sired, and the selection of material for his Book II is probably not what would be chosen by very many history teachers. It is to be hoped that there will be many additions to the series, which should be planned on an extensive scale with adequate provision for competent editing.

**Historic Inventions.** By Rupert S. Holland. \$1.50 net. George W. Jacobs & Co., Philadelphia.

Since it has ceased to be the fashion to fill the time of students of history with the details of war and political intrigue, increasing attention has been paid to industrial and economic phases of national and international progress. No feature of this progress is more significant than the results of the great epoch-making inventions; consequently, a number of books have appeared during recent years dealing with the history of great inventions. None has come to our attention that is better than Mr. Holland's volume. He tells the story of 15 great inventions, beginning with the printing press and ending with the airship. He has written stories that not only make an appeal to industrial and scientific interest, but which are absorbing in their human appeal. His story of Gutenberg and the printing press, and of Whitney and the cotton gin, for example, are remarkably well done. The book deserves to be widely read, both by young people and their elders, and certainly ought to have a place in every school library.

**The Social Engineer.** By Edwin L. Earp. Pages 326 and xxii. \$1.50 net. Eaton and Mains, New York.

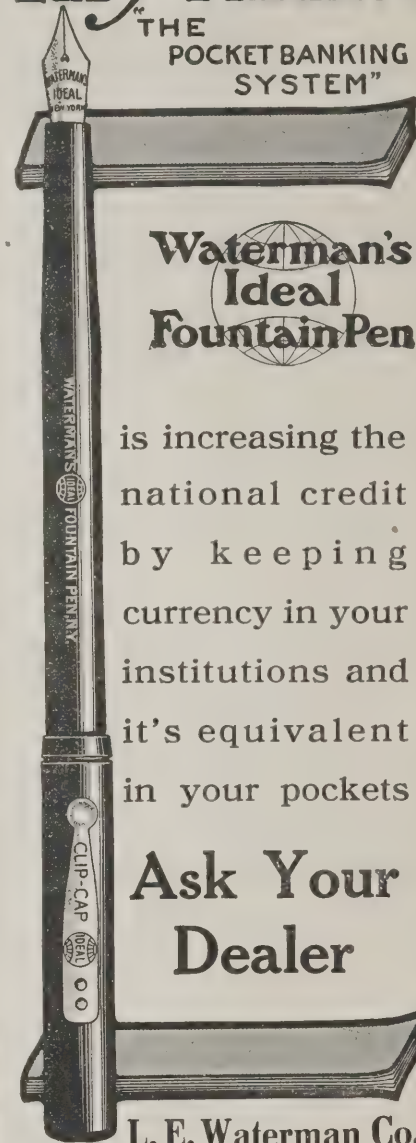
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**Reclaiming a Commonwealth.** By Cheesman A. Herrick. Pages 201 and vii. \$1 net. J. J. McVey, Philadelphia.

The new era already established in Girard College by President Herrick gives added interest to his book of essays and addresses. The title essay tells of educational progress in North Carolina—it has application to problems in many other sections. The range of titles runs from "Old and New Education" through "Professional Ethics" to "Supervision of High Schools" and "Old Age Pensions." F. A. M.

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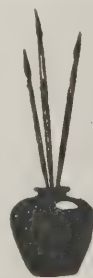


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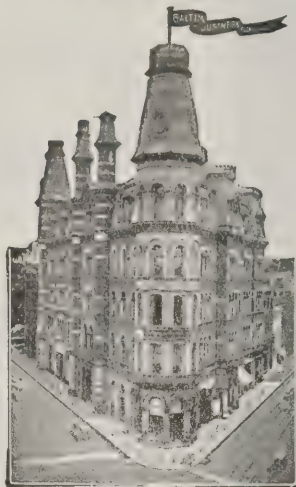
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FIGURE 1.  
Lightness surrounded by dark.

## Some Art Problems in Festivals

BY

HAMILTON ACHILLE WOLF

Member of the Festival Society  
and

Instructor in Art, Ethical Culture School, New York City



FIGURE 2.  
Darkness surrounded by light.

ONE of the important factors in any production designed to be a pageant, festival or spectacle, whether outdoor or indoor, is the color scheme, which must tell to its best advantage. The composition of the various elements must be so arranged as to make for unity, rhythm and order.

The artist who is called upon to compose the parts which are intended to be a picture made of real people and real settings in a pageant can do no better than to work on the laws governing the great masterpieces of painting in which the people and the settings have been presented to us in pigment on canvas. Here we have composition in one of its highest stages.

Let us consider the elements which make up a good pictorial composition. Our attention is directed by the artist to one point of interest to which the remainder of the picture is subservient. Sometimes this is accomplished by making the salient fact a mass of light and all else grading to dark (Fig. 1), as in Rembrandt's "Night Watch," or else that our attention is called to a dark mass surrounded by light. (Fig. 2.)

It need not necessarily be so handled in light and dark, but the important group or spot may be given a place which elevates it in height over the other parts of the composition, as in Botticelli's "Spring." The last-cited arrangement may at times prove of most importance when arranging a procession.

As an example, suppose we take any theme into which we would compose children, youths, men, women and accessories. We could start our procession with the

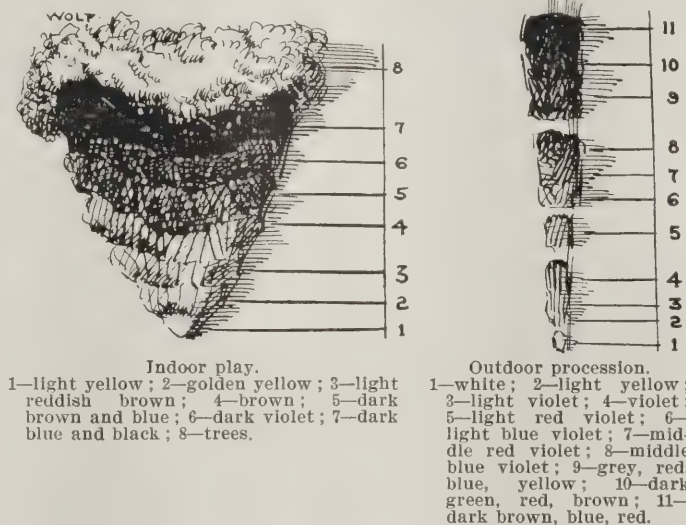
smallest children, then the others following in size until our central group, or mayhap final group, is reached by using various means, as horses, vehicles and floats. That is to have a climax for every picture which is presented in the procession. (Fig. 4.)

If we wish to produce a feeling of dignity in our procession, we resort to straight perpendicular lines, given by spears for example; if movement is desired, we let the spears slant to the front or to the back, or a wavy line of drapery may be employed; if repose is the desired attitude, then let as many of the lines in our procession as possible become horizontals. (Fig. 4.)

To present a pageant which is a drama of a town as the hero and its locality the scene of action, it means that our picture will be acted, and here the important parts may be given prominence through color as well as through dramatic action.

We have been considering thus far only the people involved in our groupings, but the relation of the sky, trees and atmosphere to our color scheme is no small factor. If indoor, the color arrangement of the settings, the painted background to

FIGURE 3.  
Bird's-eye View of Color and Color Gradation in Mass.



the various groups playing in front of it, counts for much.

This brings us to the point of deciding how best to overcome these difficulties in the simplest way without using real people in real settings.

As in the composition of a picture, the artist works out

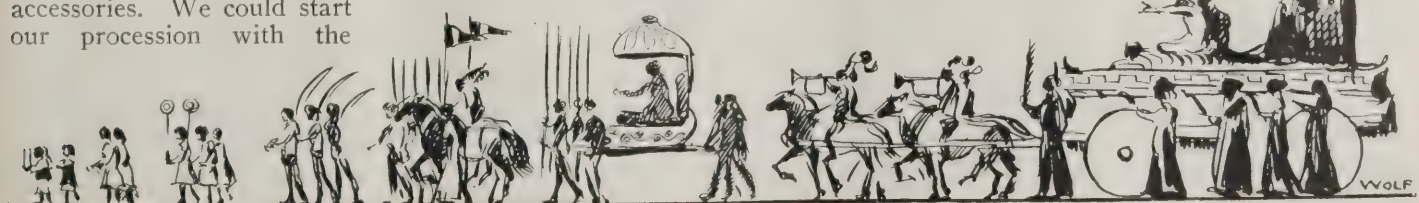


FIGURE 4.



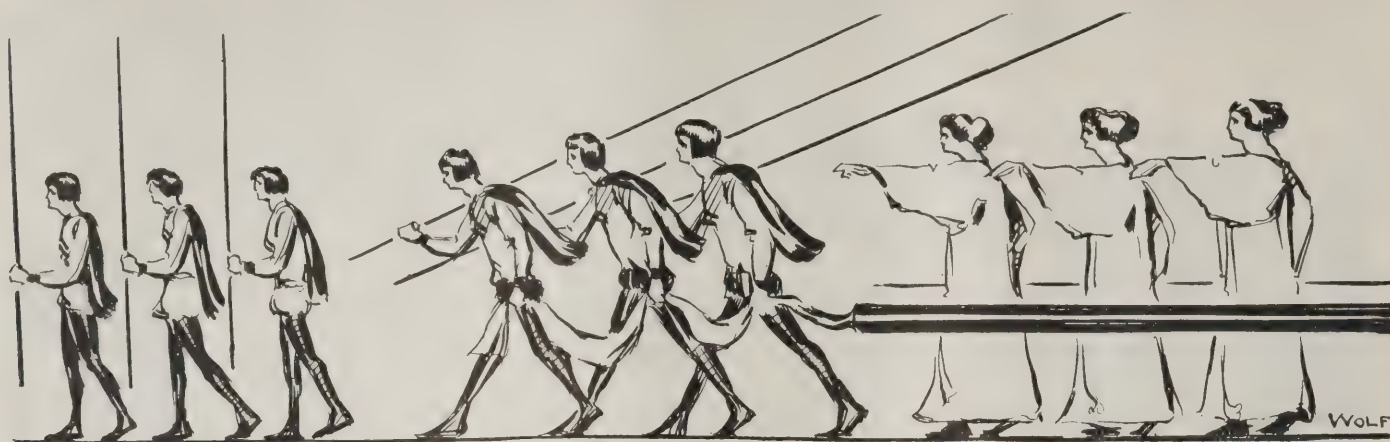


FIGURE 5.

his idea in a small sketch, which he may carry to a degree of finish, or he may very briefly state in color and arrangement that which he wishes to express in the final composition. But it is well to be absolutely sure of every element, not necessarily detail, in the sketch, for then the final word is easier to say. At times the modeling of the figures in clay is of profit.

The artist may either write the theme or he becomes acquainted with it by having it told to him, that it may visualize before him, and he is ready to put upon a small piece of paper that which may occupy many acres out of doors.

The quickest and best results in sketching these plans may be secured by painting, if one uses water-color, on a toned paper. For indoors, preferably a medium gray. In working out a composition for an outdoor pageant, it is well to paint on a light green tone, this representing the grass and trees. It is easier to find the relation of colors and their values working on toned paper approaching nature in its intensity than it would be on white paper, unless a snow effect is to be introduced. Consider the mass primarily and the details at the very last.

If we visualize our masses as though viewed from a roof top or balloon, immediately we can grasp the situation in its simplest form, for the placing of the important feature then is easy, and the disposition of the other groups follows in grading of harmonious color and values. (Fig. 3.)

In the Spring Festival of 1911, given by the Ethical Culture School, New York City, there came into consideration a group representing the Wind in a grayish blue hue, and a group representing the Rain in colors of a lavender, with the great tendency to a pink-lavender. With a number of groups before them and a still greater number following, the question was which to place first—the grayish-blue or the pink-lavender. As the strongest reds followed, it was

only natural and most artistic to have the pink-lavender follow the gray-blue, in this way leading through gradation to a dominant note of red in the rear, thus binding the entire procession in the reds. This was done with the other colors as well.

It is well to find the number of people and accessories to take part in the pageant, as the amount of color may be weighed out, so to say, as seen in the accompanying illustration. By placing oblongs or squares above the sketched groups, and with these forms divided into their proportions of color, we can show more plainly than by ciphers the numbers involved and their relation of one to the other. (Fig. 6.)

If our festival be given indoors and a large background be painted to represent trees, their color must be carried into the costumes of those taking part, and notes of color found in the costumes must be worked into the background, for in this way alone can a harmony of all the parts be attained. The same applies to out of doors. For example, if the Robin Redbreasts are playing in front of a tree painted upon canvas, there may be some excuse for making it an apple tree, and thus catch up the red

in the apples from the costumes of the Robin Redbreasts. The bright green of some little Flower suddenly comes upon the stage may be echoed in the bright green of un-ripe apples. There are innumerable chances for this play of color.

One might say that this sketch, worked out in color on toned paper, is very much like a war map in which the various hues representing the armies, are moved here and there until successfully placed. This leads to another working suggestion of using small

round pieces of material of the various colors in the costumes, shifting them about on the toned piece of paper, and in this way seeing the results of moving masses, but before this can be done a color scheme must be found for the material to be used in the costumes.

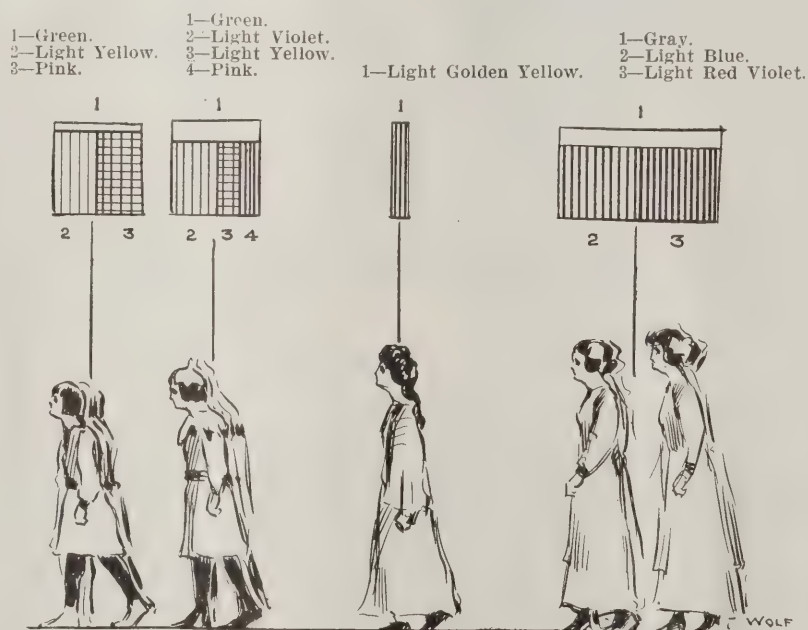


FIGURE 6.



# PUBLIC SCHOOL PENMANSHIP

A SERIES OF ARTICLES UPON THE TEACHING OF WRITING IN ELEMENTARY AND SECONDARY SCHOOLS. PAPER I—INTRODUCTORY

By J. ALBERT KIRBY

Teacher of Penmanship, Brooklyn (N. Y.) Training School for Teachers

MUCH of the "retardation" now occupying the attention of professional educators is doubtless due to the pupil's inability to make handwriting a practical tool in the erection of his educational structure.

What a sad travesty on correct methods is the fact that the average boy, after spending eight or more years in the public schools, must take special training in order to learn to write well enough to secure recognition in the business world!

How discouraging to self-sacrificing parents to find their children unprepared to fight life's battles—how little incentive to continue their children in school!

And how doubly sad for the boy who is thus brought to distrust his own powers and to doubt the wisdom of those who have posed to him as mentors and friends!

And it might be so different!

Let the teacher first learn to do what she would teach the boy, and the problem is more than half solved.

Without such practical knowledge it is but a matter of the "blind leading the blind."

## PRIMARY WRITING.

Children entering school at the age of six differ widely physically and mentally from the adolescent and the adult. This difference is so marked that it must be taken into consideration whenever work is planned for the primary grades.

Long experience has convinced the writer that primary writing methods should differ fundamentally from those of the more advanced classes. In each there should be the one common aim toward fluent legibility, but methods and devices must be skilfully adapted to the physical and mental development of the pupils taught.

In the 1A classes of the Brooklyn Training School this subject has been so presented that within the first term the youngest children have been trained to write legibly and freely in the expression of thought. But, the methods used and the thought so expressed have been only those adapted to a child's ability in observation and expression. A child "cognizes things as wholes," neither analyzes nor synthesizes.

The sentence is the "whole" or unit of thought; it should be made the unit of expression.

Therefore, we begin by teaching the written expression of a complete thought as set forth in a very simple sentence, giving attention *ab initio* to the training of the hand to respond as readily as does the voice to the child's natural desire for self-expression. Appealing to his inherent instincts in order to awaken interest and inspire effort, we lead him to imitate the motions of his teacher's hand as she moves it up and down through the air in the direction taken by the most simple stroke used in letter for-

[NOTE.—This series of lessons is presented in the hope that the writer's experience may be of service to teachers seeking advanced methods in teaching legible, facile writing. The methods and devices set forth are those used in the classes of the Brooklyn Training School for Teachers. Many of them are original, but it is thought that the results obtained by their use, as shown in the accompanying illustrations, may justify their publication.]



1 A Grade. Writing done in time indicated. Pupils allowed to remain at board to show "position."

mation, the straight line inclined about 20 degrees from the vertical. This is the first step toward visualization of forms and co-ordination of the writing muscles. Groups of pupils are then placed at the black-board, each allotted a writing space of about two linear feet.

Facing this squarely, feet well separated, weight thrown largely upon the left foot and gradually

shifting to the right, carrying the writing hand held slightly lower than the eyes and well in front of the face at all times as the sentence written grows in length, left hand dropped at side of body, they are taught to trace the straight line at its proper inclination. This is made to a quick, rythmical count of one, two, three, four, five, six, each count marking the making of a separate downward stroke about two inches long.

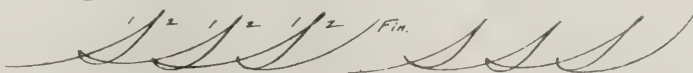
In this way the children are given the idea of what we desire to make habitual: uniformity of slant in all downward strokes and the ability to move the hand regularly and easily from left to right along a horizontal line.

The importance of making the downward stroke habitually uniform is readily understood when we observe that the straight line so formed is common to 23 of the small letters and more than half the capitals.



Our first application of this line is to the capital I, in order that the child may learn to use the personal pronoun.

But the capital I as ordinarily written is considered too difficult for the first writing efforts, so we substitute for it the straight line already practiced, which parallels the printed form and is easily made. The child is now led to say "I" in unison with each downward stroke, thus forming the desired association of ideas. We call the next exercise "The rocking-chair," because of its easy, steady, rocking motion.



It is made half the height of the straight line, and counted "one, two; one, two; one, two, finish."

This is followed by the "rollers" that roll easily along to the count "one, two, three."



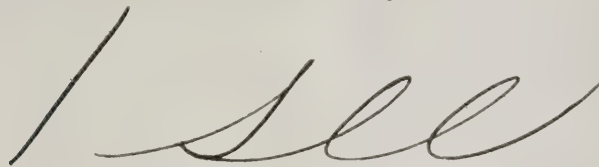
Study form first. Let the pupil see the teacher write the exercise many times; then count for speed in practice, for momentum will bridge the chasm between form and movement.



As soon as possible have the child count for himself aloud, but not loudly.

Children love rythmical counting, and it will "carry over" into many new related experiences. We have now prepared material that may be worked over into a written sentence appealing directly to the instincts and interests of the youngest child. Let us at once have him tell what he sees! Begin at once to make writing a vehicle of thought.

Make the chalk talk! Make it say—



Let the children as a class imitate the motions of the teacher's hand as she traces the sentence upon the board with great speed, at the same time reading it aloud. Do this many times. Now choose a group from those responding most readily to work at the board while the others observe. Place this group in "position" at the board. Count for the sentence, "one" for "I," and "one, two, three, four" for "see." Count lightly and spiritedly; make it a strong incentive to "team work."

Drill individually group after group until each pupil has learned how to behave toward this new experience.

Now attention may be secured and interest awakened and maintained by making a "game" of the repeated drill necessary to form the desired habits and make them stable. Let a pupil select some familiar object that may be seen about the room, a picture, for instance. Writing on the board as he speaks, he says, "I see a picture"; but he writes only the words "I see." He is followed quickly by as many others as time will permit, each telling what he sees, but writing only a part of the sentence—only the part he is prepared to write, but *writing* legibly, freely, and even beautifully. But his work should not be measured by that of an adult; if it is legible and easily written, it should be commended; beauty will follow later. By the end of the first month each pupil in the largest of classes should be able to write "I see" three or more times in 10 seconds and be ready for the next lesson.

Be patient; make this fundamental drill effective. Confine the work wholly to the blackboard during the first month.

#### ADVANCED WRITING. LESSON ONE.

The correct writing position (posture of body) is more a matter of health than penmanship; but, happily, the most healthful posture coincides with the most effective writing position, and as described below safeguards every part and function of the body.

##### *Position.*

Body seated well away from desk, inclined forward from hips, spine remaining naturally curved.

Feet resting squarely on floor, 8 to 10 inches apart, maintain the body in stable equilibrium.

Head level, taking direction of back, carries eyes to within normal distance of writing plane and permits writer to see point of pen beyond his writing hand.

Arms resting equally on desk, upper and lower parts forming right angles, elbows projecting slightly over edge of desk toward body, steady the body.

Hands take direction of forearm, falling into position by gravity alone, right guiding pen, left moving paper.

Fingers curved as in picking up a pin, grasp penholder and form gliding rest for the writing hand.

Penholder crosses hand near first knuckle, rests against second finger at root of nail, held in place by forefinger (lightly curved) and thumb (drawn up to a point opposite the last joint of the forefinger).

Pen, just firmly inserted in holder, rests squarely upon both nibs, projects far enough beyond end of forefinger to be plainly seen by writer when looking over back of his writing hand.

Paper lies nearly parallel to forearm, moved to meet requirements of the writer.

##### *Form.*

Exercises containing elements common to letters, conducive to correct muscular co-ordination.

Letters, simple and derived complex.

##### *Movement.*

The hand, controlled by the large muscles of the upper arm and shoulder, gliding on some part of the nails of fourth and fifth fingers, makes every motion that the pen is to record.

#### OUR PROBLEM.

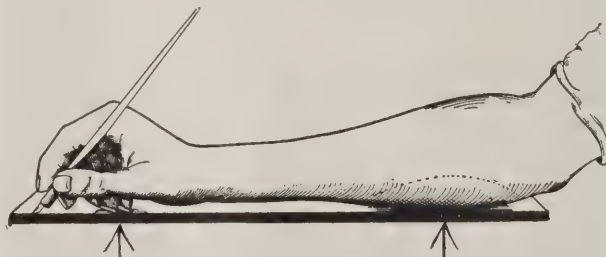
We must learn to sit at all times in a healthful position; learn the true form of exercises and letters; train the hand to so move that the pen must record our best ideas of correct writing.

If we have learned to write by recording motions of the fingers, we must translate the seat of motion from the muscles of the forearm to those of the upper arm and shoulder.

Our first step is to get the hand to move easily and accurately in any direction we wish it to go, gliding lightly upon nails of fourth and fifth fingers. (The pen has nothing to do with writing, but to record the motions of the hand.) Train the hand; the pen will go wherever the hand goes.

Assume the writing position. Accustom your body to it; strictly adhere to its every detail.

Place a sheet of paper nearly parallel to your right forearm, and move your hand back and forth upon one of the writing lines and throughout its entire length. Follow the line, make no "rainbows." Make sure that there are but two points of contact of hand and arm—fleshy portion of forearm just below the elbow and nails of fourth and fifth fingers. Study and conform to the picture below.



Swing your hand many times along this line. Close it into a fist and hold all the muscles of the arm rigid. Close tightly, relax all muscles. Make the motions along the line with muscles in each of these conditions; then note how easy it is to do them when all the muscles are relaxed. Tense muscles of whole body, relax; note difference. Alternately tense and relax muscles of the writing arm until you feel quite sure that you can be conscious of the existence of either condition.

Now train these muscles to remain relaxed while your hand goes back and forth easily and regularly tracing the long horizontal line as below.



In this work do not use a hingelike action at the elbow joint, but rather a rolling or rocking lateral motion of the whole forearm and hand. Repeat this exercise with pen so held that it will record the motions of your hand; re-

Try to do all your writing with this same motion. Nothing more is necessary to prepare you for the next lesson.

[To be continued.]



# TREE STUDY IN WINTER

OUTLINES FOR SEASONABLE NATURE STUDY LESSONS IN THE SIX LOWER GRADES  
PREPARED FOR FARMERS BULLETIN 468 AND REPRODUCED BY PERMIS-  
SION OF THE U. S. DEPARTMENT OF AGRICULTURE

By EDWIN R. JACKSON

Expert, Forestry Service

THE pupil entering the primary grades of the school is entering a new world. With the home and its surroundings he has already become familiar, but outside the home his experience is limited. The school, with its new regulations, new personalities and new purposes, is to him strange and often bewildering. It is important, therefore, that his interest be caught from the beginning. To introduce complex or remote subjects for study would clearly be a mistake. Simple objects—those with which he is already more or less familiar—should be chosen, about which he may learn new lessons. The tree, with its leaves, buds and fruit, is an ideal source of such material, and the lessons here suggested are intended to bring out some new points of interest about the tree and its parts.

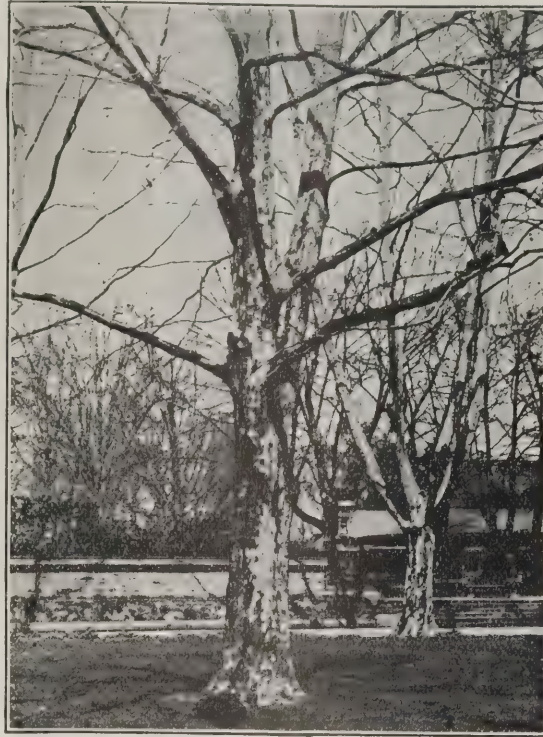
The chief aims of this work in the primary grades might be summed up as follows: (1) To teach an appreciation of the beauty of trees; (2) to impress the pupil with a sense of the usefulness of trees to man, and (3) to make the pupil familiar with common trees, so that he may be able to identify them at sight by form, bark or leaf. The exercises outlined in the following lessons have been prepared with these aims in view.

## FIRST GRADE.

*Trees in Winter. Winter Buds.* The following trees have buds suitable for study: Horse-chestnut, elm, beech, cottonwood, magnolia, boxelder, hickory, basswood.

Examine the "scars" on twigs where leaves were attached. What shape are these "scars" on the horse-chestnut? Does this suggest where the tree gets its name? Do all the trees lose their leaves through the winter? Are there some on which the dead leaves remain clinging in spite of winter winds? What do we call trees like the pine, on which the leaves stay green all the year? What do we use these trees for at Christmas? Talk about the gifts which the trees bring to us every year—nuts, fruits, wood, etc. Talk about the work of the carpenter, the lumberman, the cabinetmaker.

Just before the buds begin to swell with the approach of spring, bring to the schoolroom twigs with large buds and put them in water. Notice how, in a few days, if the room is kept warm, the scales will begin to open. Watch to see if you can discover the little new leaf folded within the bud. Compare the opened buds with others of the same kind brought from out of doors. Study how the scales protect the young leaf in its long sleep through the winter. Examine the scales. Are they smooth, gummy or fuzzy? Do you think the down or gum you find on some buds would help keep the little leaves dry and protect them from cold?



THE SYCAMORE.

For drawing lessons use twigs with buds showing the scales and leaf scars.

*Supplementary Readings:* The Baby Bud's Winter Clothes, Jarvis; The Venturesome Buds, A. C.; How the Horse-chestnut Got Its Name, Boyle; Buds, Chase; Caps and Blankets, selected; Ruth and the Pine Tree, selected; Waking Too Early, selected; Where Did the Willow Buds Come From? selected, and Nature's Byways, numerous lessons.

## SECOND GRADE.

*The Tree Trunks, Their Coverings and Uses.* Sycamore, willow, slippery elm, locust, shellbark hickory, beech, sassafras, prickly ash, birch, silver maple, black cherry, Osage orange.

Study the appearance of the bark of trees in the vicinity of the school. What is the difference between the appearance of the old bark on the base of the tree trunks and the new bark on twigs

and branches? On an old tree and a young tree? Describe the appearance of the bark on such trees as the sycamore, birch and shellbark hickory. Learn to recognize eight or ten such trees by their bark. Taste twigs of slippery elm, sassafras, etc. shellbark hickory. Learn to recognize eight or ten such trees by their bark. Taste twigs of slippery elm, sassafras, etc.

Notice the thorns of hawthorn or Osage orange. Break off a thorn. Does it grow only from the bark, or does the wood extend out into it? Do you think a tree armed with thorns would be so likely to be browsed or trampled by cattle as one without?

Make a list of household articles which are made from wood. What are corks made from? Tell in simple language how coal was formed. Discuss in a story form all the different steps necessary to bring the tree from the forest and manufacture it into pencils, desks, lumber for building the schoolhouse, etc.

Read the story of "Hiawatha's Sailing," and notice how he called upon the trees for material to build his canoe.

*Supplementary Readings:* How Coal is Made, Wiltse; Hiawatha's Sailing, Longfellow; The Christmas Trees, Mary F. Butts; The Logging Camp, Jarvis; An Old Fashioned Rhyme, selected; The Story of a Stick of Wood, Chase; The Stump Story, The Log Story, The Rail Fence Story, Hopkins, and The First Christmas Tree, Field.

## THIRD GRADE.

*Shapes of Forest Trees.* The following trees are easily recognized by their shape or their sprays: Elm, ash, catalpa, horse-chestnut, weeping willow, oak, birch, Osage orange, Lombardy poplar, Norway maple.

Study the characteristic shapes of trees, such as those listed, and learn to recognize them by their form alone.



Point out the two distinct types of branching shown by the Lombardy poplar and the elm. (*Excurrent* type: Trunk can be traced up through crown to topmost twig, e. g., the Lombardy poplar. *Deliquescent* type: Trunk divides up into branches, so that no main central stem can be distinguished through the crown, e. g., the elm.) Make lists of the trees you know, classifying them as to this characteristic. Notice whether the twigs of the trees are thick and coarse or divided up into fine sprays. Would a spray lie flat on the table or do the twigs spread out in all directions?

Observe whether these trees branch close to the ground or if the trunks grow up tall and clean before branching. Do the branches grow out opposite one another or alternately along the trunk? Do they grow out horizontally or tend upward or downward? Which trees are more likely to be injured by windstorms—the wide-spreading or erect types? Which make the best shade trees? Which trees produce the best posts, poles and lumber—those with tall, clean trunks or those with low branches?

Collect pictures of trees in winter, showing characteristic shapes, trees laden with snow. Make drawings in charcoal of general outlines characteristic of various trees.

*Supplementary Readings:* Miss Willow, Susan Kennedy; Three Trees, selected; The Crooked Fir Tree, Pratt; The Silver Poplars, selected; The Little Vine, selected, and Forms and Expressions of Trees, Flagg.

#### INTERMEDIATE GRADES.

The studies outlined for the first three grades have had to do almost entirely with simple features of individual trees. Those suggested for the next three grades include studies not only of

trees, but of the forest, thus broadening the scope of the work. In the upper grades there will be taught, as the regular work of the school, such studies as geography, history and composition. The forest affords valuable material which may be used to enrich and enliven these subjects. As much as possible, therefore, the teacher should correlate the exercises outlined in the following pages with the regular studies of the school.

It must not be forgotten that an important end to be achieved in all this work is to cultivate the pupil's powers of expression as well as his keenness and accuracy of observation. To know a thing from having seen it is worth while in itself, but to be able to tell others about it is a still greater accomplishment. For this reason especial attention should be given in the upper grades to both written and oral composition based on the studies of the forest. Numerous opportunities in this direction will be afforded by these exercises, such as writing reports of the field trips or experiments and descriptions of the trees and features of forest growth studied.

#### FOURTH GRADE.

*The Evergreens.* Trees for study: Pine, cedar, hemlock, holly, fir, larch, spruce, live oak.

The larch is not an evergreen, but is suggested for study here as a type of deciduous, cone-bearing tree.

Have the children gather sprays of evergreen and holly and bring them to the schoolroom for study and for decoration purposes. Use the design of the holly leaf and berry in borders and other Christmas decorations.

Sort sprigs of the various evergreens according to length, arrangement and shape of needles. Learn to know at sight whether the spray is from a pine, a hemlock, a fir, etc. Draw a spray of pine needles. Note the cones which are found on nearly all evergreens. Remove a few of the scales from a pine cone and see if you can find the

seeds which lie near the inner tips. Some of the evergreens have characteristic odors. Crush the needles and learn which ones.

Why may evergreens in general be called "cone-bearing trees?" Do the needles ever fall from the pine trees? Look under a pine tree and see. Call attention to the larch as a *deciduous cone-bearing* tree; to the holly and live oak as *evergreen broadleaf* trees. Note how the snowbirds and sparrows seek the shelter of the evergreens during storms. Which would make a better windbreak if



"FROGSTOOLS" INDICATE THAT DECAY HAS BEGUN.



THE FOREST FLOOR.



planted about a home, an evergreen or a tree which sheds its leaves in winter?

Point out the advantage of the conical shape of the evergreen in shedding snow. How do trees keep the snow from drifting?

Learn the meaning of the following terms as they are used by the forester and lumberman: Conifer; evergreen; deciduous; broadleaf; hardwood; softwood.

*Supplementary Readings:* Why the Evergreens Never Lose Their Leaves, Holbrook; Holly, Susan Hartly; The Little Pine Tree, Eudora Bumstead; A Young Fir-wood, Dante G. Rossetti; The Snowing of the Pines, Thos. W. Higginson; The Little Pine Tree, selected; The Secret of Fire, Cooke; The Fir Tree, Hans Christian Andersen; The Little Fir Tree, Evaleen Stein; The Unhappy Pine Tree, selected; The Pine Tree's Secret, Emilie Paulsson, and The Voice of the Pine, Richard Watson Gilder.

#### FIFTH GRADE.

*Wood Structures and Uses.* The woods of the following trees will furnish interesting material for study and comparison: Fir, soft pine, ash, maple, cedar, hard pine, oak, basswood.

Get a cross section of a tree trunk or branch of oak or chestnut as large as convenient and observe heartwood, sapwood and bark; annual rings, with summer wood and spring wood in each ring; pith rays; pores.

Count the annual rings. How old is the tree? Can you point out, from the annual rings, any years when the tree did not grow very well? Measure the diameter of the log. How many years did it take in growing that large? How fast, then, did it increase in diameter each year on the average?

Find a tree in the forest whose lower branches are dead. Do they leave scars on the trunk when they fall away? If boards were cut from the trunk of this tree, what would these scars form in the boards? What shaped trees yield the best lumber?

Split or saw an oak stick lengthwise, smooth and polish the surface with sandpaper. Notice the "flaked" appearance of the surface. This "silver grain" is caused by pith rays.

Make collections of wood specimens. Notice whether all the specimens show different colors in sapwood and heartwood, and whether pores are visible in all of them. Do any of the woods have noticeable odors?

Visit lumber yards, sawmills, planing mills, etc. Study the life of the lumberman and the commercial use of lumber. Discuss the importance of wood as a building mate-

rial and its other uses by man and the necessity for prevention of waste in use of trees.

Review the readings of legends and myths about trees, and write what you remember of them. Learn all you can about trees famous in literature or history.

*Supplementary Readings:* Wood (Chapter V, Elementary Woodworking), Foster; Wood (in Part III, First Book of Forestry), Roth; The First Christmas Tree, Henry Van Dyke; A Taste of Maine Birch, Burroughs; Trees of History and Mythology, Sheldon; The Washington Elm, Dame; Under the Washington Elm, Holmes; Some Famous Elms of New England, Holmes; The Legend of the Oak, selected; Rhoecus, James Russell Lowell, and The Aspen, Ingeman.

#### SIXTH GRADE.

*Forest Industries and the Forests of the United States.*

Make a complete list of all the different trees you have found and identified in your locality. Are these principally conifers or broadleaf trees? In what regions of the United States are the forests chiefly coniferous? Where are the most important broadleaf, or hardwood, forests of the United States? Show these by colors drawn on a map on the blackboard or on paper.

Discuss the various industries in this country which depend upon the forests. Learn how paper is made; how leather is tanned; how turpentine, resin, wood alcohol, charcoal, etc., are obtained; how maple sugar and syrup are manufactured.

Collect samples of various forest products, such as wood pulp, tan bark, maple sugar, crude turpentine, etc., for a forest museum.

Learn the present extent of the forests of the United States as nearly as possible. How fast are they being cut down? Do you think they will grow up again as fast as they are cut? What materials are today being used instead of wood in buildings, sidewalks, bridges, fences, etc.? What substances may be used to make posts and other timbers last longer? Is this worth while?

What are the National Forests? Where are they situated? Why are they maintained? How are they controlled? How may the timber on these forests be cut and used? What privileges have settlers in the National Forests as to the use of timber, grass, water, etc.?

*Supplementary Readings:* From My Arm Chair, Longfellow; The Maple Tree's Surprise, Mann; Mr. Maple and Mr. Pine, W. J. Brier; The Logging Camp, Going Down the River, At the Sawmills, Bradish; Winter Trees, Wm. A. Quayle, and The American Forests, John Muir.

## CO-OPERATIVE SCHOOLS

SOME RECENTLY DEVELOPED PLANS BY WHICH STUDENTS WILL SPEND PART TIME IN SCHOOL AND PART TIME AT PRACTICAL LABOR

By JOSEPH BLAIR

Principal Sparrows Point (Md.) High School

THE business of the school should be "to take the unit and fit him by training in the fundamentals for the highest community life, intellectual and moral; and as a condition precedent thereto, to make of him an agent of economic and industrial efficiency."

If the direct function of the secondary school is to give to the pupil both insight and efficiency, then the training should be directed along lines that shall make for that pupil success in his life work. How can this be better

accomplished than by a spirit of co-operation between the school and the community, so that the school may become an instrument of the highest service to that community's welfare?

Local industries should lend their aid to the schools in training men and women for practical life and service; and as "mutual helpfulness" is the basic principle of democracy, let it be demonstrated by a closer union of school and community. The great mass of American boys and girls can never hope to get an education beyond that afforded by the secondary school, and if that school can fit them to take their places, intelligently, in the world

\*The co-operative course will be given a trial with eight boys after April 1 of this school year. Friends of industrial education or any persons interested in the movement are invited to visit the school after that time to see the practical workings of the plan. J. B.



of workers, then it will have accomplished its purpose, and not until this has been done will the school be giving to either the pupil or the State value received for its maintenance. The average high school of the present, especially the small one of four or five teachers, stands almost entirely for a classical education; studies of meaning and expression are being thoroughly taught, but the application of the things learned is neglected. These schools have signally failed to prepare their pupils for any world but the world of letters.

If possible, the school program should be so arranged that the pupils may select such studies as best fit them for life in the community in which they find themselves. With co-operation from local industries and careful experimenting on the part of the school officials such work as indicated may be done, even in a four-teacher high school, provided special instructors be furnished for the students in the co-operative courses.

The following programs are entirely practical in a high school with four teachers, with assistance four days per week, in the section of household arts and shop training:

#### FIRST YEAR ALL REQUIRED.

English 5.  
History (Ancient) 5.  
Algebra and Arithmetic 5.  
Science (Botany and Physical Geography) 5.  
German 5.  
Manual Training (Boys) 4.  
Household Arts (Girls) 4.

#### SECOND YEAR ALL REQUIRED.

English 5.  
Geometry 5.  
Algebra and Commercial Arithmetic 5.  
Science (Zoology or Physiology) 5.  
German 5.  
Manual Training (Boys) 4.  
Household Arts (Girls) 4.

In the time allotted to manual training and household arts, not less than one hour per week must be given to drawing. Mechanical drawing shall be given the boys, with special emphasis on reading tracings and blueprints. The drawing given the girls shall consist mainly of design.

At the beginning of the third year pupils may select either the academic course or the industrial course. Boys

who select the industrial course will be arranged in pairs and placed in shops, where they will be treated as apprentices in that line of work. These boys will alternate weekly between the shop and the school.

The boy in school will, as far as possible, keep his companion in touch with the school work, and shall spend at least two hours on Saturday morning in the shop, to become acquainted with the routine and what may be expected of him on the following Monday morning. The boy in the shop shall keep a complete record of his daily work, which shall be handed to the instructor when he returns to school.

Girls selecting the industrial course will be divided in the same manner as the boys, and allowed to take up dress-making, millinery, office work, or any suitable employment offered within easy access to their homes.

#### THIRD YEAR.

<i>Academic.</i>	<i>Industrial.</i>
English 5.	English 5.
Physics 5.	Physics 5.
English History 5.	Problems arising from out-
Algebra and Geometry 5.	side work in shop 20.
Latin 5.	

#### FOURTH YEAR.

English 5.	English 5.
Chemistry 5.	Chemistry 5.
U. S. History and Civ-	Problems arising from out-
ics 5.	side work in shop 15.
Mathematics reviewed 5.	Civil Government, U. S.
Latin 5.	History 5.

German is intended to be taught in the first two years, so that pupils contemplating the industrial course may have German. If on entering the third year they wish to continue the academic course, they may take Latin in the last two years.

In the third and fourth years five hours per week are given to English. This shall consist principally in making verbal and written reports of work done in the shop, special care being taken to have these in a clear, concise style. In addition to this there shall be a study of business and legal forms, that their language may become familiar to the pupil.

NOTE.—The academic curriculum has not been definitely worked out for the third and fourth years, but will be built up as we see necessity requires.

## HOME GEOGRAPHY

### A STUDY OF THE GEOGRAPHY OF BALTIMORE IN FIVE PARTS. PART IV: CHANGES IN LAND FORMS

By ERNEST E. RACE

Head of Science Department, Maryland State Normal School

(Continued from January JOURNAL.)

#### III. CHANGES IN LAND FORMS.

ANY adequate description of a land form must include, first, the structure; second, the process, and third, the stage of the process. In the article on Elementary Topography no attempt was made to differentiate form and process sharply. It would not be well with pupils of this age to be severely logical. Certain elementary processes need to be appreciated in the elementary phrase of Home Geography, at the same time leaving the avenue open for the realization that land forms are evolutionary.

#### I<sup>1</sup> DISINTEGRATION OF ROCKS.

This process has been noted under soil. Soil is the result of the battle of the air, rain, etc., against the rocks. Soil is decayed rock with an admixture of organic material of which the residue of decayed leaves is an important element. The decay of rocks results from many agencies. Those that may be brought to the pupil's attention should be observed carefully. The topic should be kept before pupils on every trip afield for some time. Adequate appreciation can only be the result of continued observation, because many of the processes are so slow.

I<sup>2</sup> *Crumbling of Rocks.* Rocks that are splitting and crumbling are not difficult to find in cliffs, cuts, old stone walls or foundations. If some of these are shown

to the pupils, they will bring in many specimens of "rotting rocks." Crumbling is due to the solution of the cement or the disintegration of one of the constituent elements.

2<sup>2</sup> *Breaking Off of Fragments.* At the base of a cliff (as just below the Edmondson Avenue Viaduct) often a pile of rock debris or talus is to be found which is evidently composed of fragments fallen from the rocks above. Water has frozen in the interstices and crumbled the rock, or gravity has pulled down fragments of the weakened cliff. Roots often push into the cracks and help the work of water.

3<sup>2</sup> *The Effect of the Weather.* An inspection of stone window ledges, buildings, monuments in cemeteries will show that sharp edges have been dulled and smooth surfaces roughened by the weather. It will also be evident that granite monuments are more resistant than those of marble.

4<sup>2</sup> *Staining of Rocks.* The red stain on many rocks and buildings is due to rusting of the iron content, and indicates gradual decay.

5<sup>2</sup> *Action of Animals.* Burrowing animals, ants and worms expose the rocks to greater action of water and frost.

6<sup>2</sup> *Action of Plants.* How the roots of trees may work into cracks in the rocks and aid in crumbling them has been mentioned. Lichens on the surface of rocks also corrode bare rocks. Moreover, the acids from the roots of plants corrode the rocks which they touch. One may often find in soil a block of limestone in a mass of root-lets, each one of which has made a tiny furrow in the rock.

7. *Solution.* Not so obvious in this immediate section. In Green Spring Valley, where the formation is of limestone, the effects of solution is more evident. Luray Caverns and Mammoth Cave are the results of solution.

8. *Waves Make Soil.* On the banks of the Patapsco River estuary between Baltimore and the Chesapeake Bay, or on the bay itself, it can be easily seen how the pebbles are rolled back and forth and gradually worn into soil.

#### 2<sup>1</sup> WORK OF RAIN AND RUNNING WATER.

1<sup>2</sup> *Work of Rain.* Rain makes gullies in the roads and hillsides. It often makes a miniature valley, with tributaries, divides, canyons, flood plains, deltas, etc. The rain gully is often an epitome of stream erosion.

2<sup>2</sup> *Rain Soaks Into the Ground.* This is especially true in moderate rains. This underground water is at work in decaying rocks. Underground water is the supply of springs and wells.

3<sup>2</sup> *Streams Carry Sediment.* This is the result of the

power of water to float things. The current washes the sediment from its bed or banks, or it is the result of the rain wash into current and its tributaries. The finer material is carried in suspension, while the coarser is either rolled along on the bed of the stream or left, according to its weight and the velocity of the stream.

4<sup>2</sup> *Streams Deposit Sediment.* When the slope lessens, the velocity of the stream decreases, and hence its carrying and rolling power is decreased, and the coarser material is dropped or deposited. Consequently, the bed of a stream with a swift current is covered with coarse material, while one with a gentler current is covered with fine sediment. If the deposition is in a lake or pool, a bar or delta may result. River islands and bars are the result of deposition.

5<sup>2</sup> *Streams Widen and Deepen Their Valleys.* On a meander the bluff is to be found on the outside of the curve, while the plain is on the inside. The swifter current is on the outside. This current is constantly eroding the bluff, keeping it steep and pushing it back. The slower current on the inside of the curve allows deposition of sediment to take place. Thus the river flat is growing broader, and the meander sharper, and the valley wider. During high water the stream may straighten a meander if it is too sharp for the now more swiftly running water to follow, and the outside of the curve thrown to the opposite bank and the valley widened on that side. Old stream beds, indicated by pebbles and other river features, show the old course of the stream. There is such an old bed beyond the trestle above the Edmondson Avenue Viaduct.

#### CONCLUSION.

1. "Soils are the wreckage of rocks, as they wear down under the action of air, rain and frost, the roots of plants and the stomachs of earthworms."

2. This wearing has been going on for ages, as the soil must be thought of as settling downward as the rocks slowly rot away and are washed into the stream. The soil of the Piedmont belt has settled thousands of feet by this process.

3. Rains wash soil into the streams and furnish them with sediment.

4. Valleys are the result of stream work in carrying away the soil.

5. Streams and rains are constantly at work on hills, making them lower and less steep.

6. The stream picks up, carries and deposits sand, mud and pebbles.

7. The greater the slope, the swifter the stream, the more work it does.



A CLIFF IN THE GORGE. NOTE THE TALUS HEAP AT THE FOOT OF THE CLIFF—THE DEBRIS OF THE CLIFF.



THE QUARRY IN THE GORGE. THE WORK OF THE RIVER HAS MADE QUARRYING EASIER FOR MAN.



8. If the slope becomes less, the velocity becomes less, and some sediment is deposited.

9. A stream makes its own bed, bluffs and meanders, its own bars, islands and points. These are the result of cutting, carrying and depositing.

10. Lakes, ponds, dams and harbors are constantly being filled by the deposit of sediment. It costs Baltimore well to keep its harbor open.

11. The soil that a stream deposits in meadows and deltas is fine and fertile.

12. Water soaks into the ground and reappears as springs and wells.

13. The less the slope of a land area, the deeper and finer the soil. Hence plains are best adapted to agriculture, while areas of sharp relief are given over to grazing or forests.

14. Water has largely fashioned our landscapes and given the country most of its beauty.

### 3<sup>1</sup> WORK OF WINDS.

1. Winds transport soil.
2. Winds can only transport fine material.
3. Vegetation protects the soil from the action of winds, but when the soil is bare or exposed, as on hills, the wind carries off the finer particles.

### 4<sup>1</sup> WORK OF ICE AND SNOW.

Some observation of the work of ice and snow should be made in order to understand how these agents accelerate weathering in mountainous countries and how glaciers are formed.

1. *Snow Slides.* The snow on a roof slides off when melting has proceeded far enough to make the roof slippery. The slope of the roof causes it to slide. It requires little imagination to appreciate the power and work of snow slides in mountainous regions.

2. *Spring Floods.* The melting of the snow in spring supplies the streams with more water; this increases their velocity and multiplies their working power. The larger stones and pebbles may now be carried or rolled along.

3. *Ice Carries Sediment.* Material frozen in ice or upon the surface of ice is carried forward with ice. Deposition takes place on melting.

### 5<sup>1</sup> WAVE WORK.

On the bay and the Patapsco estuary, and even in the reservoirs, the work of waves may be noticed.

1. Waves wear away the mainland.
2. Bars and spits are built by the waves at the mouths of the tributaries of the Patapsco.
3. There are also many cases of the tying of islands to be noted in the Patapsco.
4. The waves rasp the beach as they drive sand and gravel back and forth.
5. The sharp corners of the pebbles are ground off in the to and fro movement, causing the rounded form of beach pebbles.

[NOTE.—The foregoing observations may be supplemented by preforming or recalling experiments and referring to every-day experiences. The expansion of water or freezing may be illustrated experimentally. How water permeates rock may be shown by soaking slate and rocks. That ground water has matter in solution may be made evident by the limestone incrustations on the inside of a tea kettle, or water may be evaporated to dryness and the residue shown. The action of rain may be imitated on a sand table or incline by pouring water from a watering pot. Solution may be illustrated by weak acid and marble.]

### References:

Readers are referred for a fuller discussion, weathering, erosion and denudation to the following books:

Houston: New Physical Geography.

Dryer: Lessons in Physical Geography.

Davis: Physical Geography.

Tarr: Physical Geography.

Gilbert and Brigham: An Introduction to Physical Geography.

## MAGELLAN

### AN OUTLINE FOR STUDY IN THE FIFTH GRADE

By HELEN G. GOVER

Speyer School, New York City

THE following outline was used to develop the story with a fifth grade. The work of Miss Gover's pupils, growing out of the development of the topic, was sent in with the outline, but was accidentally destroyed, we are sorry to say. The work of the children here shown, however, is typical of the results to be obtained from such lessons. It is taken from the Baltimore county schools.—EDITORS.

Aim—To find how the world really was proved to be round.

#### Introduction:

1. Discoveries of Spain and Portugal.
2. Claims of rival countries.
3. Line of demarcation.
4. Search for route to India.

#### I. Fernando Magellan:

1. Nationality.
2. Family.



THIS MAP IS FREEHAND WORK, DRAWN BY HELEN SAKERS (11 YEARS OF AGE), A PUPIL IN THE HILLSDALE SCHOOL.

3. Education.
4. Love of adventure.
5. Early voyages.
  - a Around Africa to India.
  - b Malacca.
  - c Return to Portugal.

## II. The Spice Islands:

1. Location.
2. Value.
3. Claims of Spain and Portugal.
4. Magellan's interest in the Spice Islands.

## III. Plan of Magellan:

1. Rejected by Portuguese king.
2. Accepted by Spanish king.

## IV. Preparations for voyage:

1. Ships.
  - a Size, age, names.
2. Men.
3. Money.
4. Food and water.
5. Trinkets.

## V. Obstacles to voyage:

1. Interference of Portuguese king.
  - a Attempt to assassinate Magellan.
  - b Orders to arrest him on Portuguese land.
  - c Captains bribed to rebel.
  - d Crews corrupted.
2. Dislike of Spanish nobles.

## VI. Voyage from Spain to Port St. Julian:

1. Start, September 20, 1519.
  - a Magellan warned of captains' treachery.
2. Journey across Atlantic.
  - a Calm belt.
  - b Mutiny of the San Antonio's captain, Cartagena.
3. Arrival at Rio Janeiro Bay.
  - a Welcome of natives.
  - b Sweet potatoes found.
4. La Plata explored.
5. Port St. Julian.
  - a Severe storms and cold encountered.
  - b Winter quarters.
  - c Loss of a ship by wreck.
  - d Preparations for further voyage.

## VII. Voyage from Port. St. Julian to East Indies.

1. Magellan's Strait discovered.
  - a Dangers of passing through Pacific Ocean.
  - b Desertion of the San Antonio.
2. Passage across Pacific.
  - a Ocean entirely unknown.
  - b Named by Magellan.
  - c Calm belts.
    1. Heat.
    2. Lack of food and water.
    3. Intense suffering.
  - d Barren Islands.
3. Ladrone Islands, March, 1521.

## VIII. Discoveries in East Indies:

1. Philippines.
  - a Treachery of natives.
  - b Death of Magellan.
  - c Conception burned.
    - 115 men and 2 vessels left.
2. Borneo.
3. Moluccas (Spice Islands.)
  - a Welcome by Spaniards.
  - b Warning to avoid Portuguese settlements.
  - c Trinidad left for repairs.
  - d Victoria starts for home.
    - 1 ship left.
    - 47 men.
    - Elcano made captain.

## IX. Homeward voyage:

1. Trip across Indian Ocean.
  - a Storms and famine.
2. Cape Hope rounded.
3. West coast of Africa.
  - a Famine to sickness.
  - b Cape Verde Islands.
    - Elcano's strategy.
    - Discovery of nationality.
    - Escape of Spaniards.
  - c Voyage of eight weeks to Spain.
  - d Arrival in Spain.
    - 1 ship, 19 men.
    - Surprise of people.
    - Honors from king.

## X. The place of the voyage in history.

## REFERENCES:

McMurry—*Pioneers on Land and Sea*.  
 Lawler—*Columbus and Magellan*.  
 Johnson—*The World's Discoverers*.  
 Any good United States History.

## CHILDREN'S WORK.

## Outline.

- I. Early life of Magellan.
- II. Early Eastern voyage.
- III. Life in East India.
- IV. Return to Lisbon.
- V. Magellan secures aid from Spain.
- VI. Western voyage of Magellan.
  - a Stop at Canaries.
  - b Hardships and mutiny.
- VII. Magellan lands at Rio Janeiro.
- VIII. Magellan spends winter at Port St. Julian.
- IX. Magellan finds southern passage.
- X. Magellan crosses the Pacific.
- XI. Magellan visits the
  - a Ladrone.
  - b Philippines.
- XII. Magellan is killed in the Philippines.
- XIII. Magellan's men sail on homeward voyage.
  - a Ceylon.
  - b Round Cape of Good Hope.
  - c Cape Verde.
- XIV. The Victoria reaches Spain.

HELEN SAKERS,  
 Hillsdale School.

## MAGELLAN.

Ferdinand Magellan was born in a mountainous district of Portugal. He belonged to a noble family, and was early sent to the court of Portugal, where he was trained in the royal household. As a boy he was fond of water, and when he grew to manhood he sailed with some of the Portuguese captains, going at one time around the coast of Africa. He spent some of his time as a soldier and a sailor in conquering the East Indies for Portugal. He settled at Seville, in Spain, and there married the daughter of a Portuguese in the service of Spain.

At that time it was believed that there was a passage through from the Atlantic to the Pacific Ocean which would lead to the Indies, and Magellan formed a daring plan to sail through this narrow passage and continue his course around the world. As he was not in favor with King Emanuel of Portugal, he was not received by him in a kindly manner when he presented his plans to him.

Magellan decided then to offer his services to King Charles V of Spain, that he might carry out his great idea.



He was kindly received by the young king, who agreed to furnish a fleet of ships to be fitted out for the work.

When the King of Portugal heard that Magellan was preparing for the expedition, he ordered that the Portuguese in the East Indies should arrest Magellan if he should reach there. The Spaniards were also jealous because a foreigner was to be sent on such an expedition, and even the common people were stirred up against him. But he always had the support of King Charles, and the preparations were continued.

A fleet of five ships was soon ready, manned by 280 sailors and adventurers. It soon sailed from the mouth of the river, but it had gone only a short distance when a messenger reached Magellan telling him that the captains of some of the ships were not his friends and might kill him. He replied, "Be of good cheer; I shall carry out my plan in spite of traitors."

They stopped at the Canary Islands for food and water, and then sailed in a southwesterly direction. For three weeks they experienced bad weather, and the sailors grew quite restless. One of the captains accused Magellan, but he seized him and put him in chains. After three months of sailing the five ships arrived at Rio Janiero Bay, where they landed, and were treated kindly by the natives.

Magellan now sailed along the eastern coast of South America in search of the passage to the western sea. He reached the mouth of the La Platte River, and spent some time examining it. He found out it was only the mouth of a river, and then sailed south along the coast of Patagonia, where they were overtaken by a storm. The cold was intense, and as they found a sheltered harbor they decided to choose Port St. Julian for the winter.

When spring opened again Magellan proceeded southward till a strait was reached, or the southern end of this unexplored continent. In the meantime, the crews of all the ships but one had become rebellious, but in less than a day Magellan had brought this dangerous mutiny to a close and established his authority. As the fleet moved southward at last they reached a small bay and anchored. The seamen demanded that they return to Spain, but Magellan refused, and after repairing their ships they again set sail southward to seek a passage to the western ocean.

One morning one of the men saw a cape, and as they rounded it they found a broad inlet. Orders were given to enter the inlet and find where it led. After going through the channel they came to a sheltered bay, cast anchor, and two ships were sent ahead to explore. They were driven forward by a storm, but later reached a channel from which they could see the ocean beyond.

When they returned to the fleet they brought the good news that they had found the outlet to the ocean. They all now set sail and advanced through the channel, and came to a point where they could see the distant ocean.

While exploring the channel the ship San Antonio deserted Magellan and sailed back to Spain, across the Atlantic. Magellan and the other ships determined to continue the western journey across the Pacific. They proceeded to the outlet and anchored at the entrance to the ocean. They spent some days exploring this region. They visited the native Indians on the shore, and from them got provisions. Their ships were repaired, the crews rested, and they were soon sailing over the unknown voyage across the Pacific to India.

At last, after terrible suffering from want of food and water, they reached the islands which Magellan named the Ladrone, where the natives brought them bananas, coconuts and other fruits, which they eagerly ate.

After leaving the Ladrone they came to the islands now called the Philippines. Magellan spent a week on these islands, and learned from the natives that the Molucca

Islands lay to the south. He knew now that he could sail through the East Indies and the Indian Ocean back to Spain. Later he visited a neighboring island, and while helping a friendly native chief who needed his aid to subdue the king of the island, a furious battle was waged and Magellan was killed. Now that they had lost their leader, they chose new captains and left the islands in haste. They visited Borneo on their way, finally reached the Moluccas, and after trading awhile prepared to sail homeward.

The Victoria now sailed south and made a straight course for the Cape of Good Hope. After they reached the cape it took them eight weeks longer to get back to the coast of Spain. They at last sailed into the mouth of the Guadalquivir River with only 19 men on board. The ships sailed up the river to Seville, where they were received with wild excitement.

The voyage thus ended had accomplished what Magellan had so long dreamed possible. They had really circumnavigated the globe.

ELSIE HUGHES,  
Canton School No. 1.

### MAGELLAN.

Ferdinand Magellan was born in Portugal in 1490. He was of noble birth, and was brought up in the royal palace.

He loved the ocean, and at the age of 25 took his first voyage to the East Indies. Four years later he sailed to the coast of Malacca, and also visited the Molucca or Spice Islands. On the Molucca he saved the captain's life.

He had become very much interested in a southern passage by the way of South America to the East Indies. He tried to get aid from Emanuel, the King of Portugal. He was forced to apply to Spain. Charles V, King of Spain, was slow in giving assistance, and it was a year before necessary preparations were made. The King of Portugal hired three of the ruffians to waylay him on all occasions.

On September 20, 1519, Magellan, with five ships, old and weather-beaten, and 280 soldiers, set sail. After the Canary Islands were passed, mutiny followed, due to scarcity of food and water. Magellan soon checked this. On December 13 the ships landed at Rio de Janeiro. His next stop was at the mouth of the Platte River, in January. Magellan now wished to camp until spring, but the crews of the three ships mutinied. After a short attack with two of the boats they all surrendered. They suffered much from storms and lack of food.

On the morning of October 21, 1520, they came to the inlet which was afterwards known as the Strait of Magellan. Here he was deserted by one of his ships, which returned to Spain and reported Magellan lost.

After five weeks they reached the Pacific Ocean, which they so called on account of its peaceful waters. They suffered so from hunger that they had to eat pieces of leather which bound the sails. They passed several islands, but barren, and at last reached a group which they named Ladrone or "Thief Islands."

Here they found friendly natives and plenty of food. They next stopped at the Philippines, and on the island of Lebrú he was killed in an attempt to help the ruler of the island. His boats continued on to Molucca. All of the boats excepting the Victoria, with 19 men on board, were lost. She, after a trip of three years, was the only one to return to Spain, going by the way of Good Hope.

This was the greatest feat of navigation ever performed. It procured for Spain the control of the Philippine Islands.

HELEN RITTER,  
Evergreen School.



# HOME ECONOMICS

THIRD PAPER OF A SERIES EDITED BY ELIZABETH C. CONDIT, INSTRUCTOR OF HOME ECONOMICS IN THE JACOB TOME INSTITUTE

## TEACHING THE VALUES AND COST OF FOOD

By MAUD E. HAYES  
Connecticut Agricultural College

IN the field of Home Economics there has arisen a great interest in a topic which as present is being studied seriously by economists all over the world—that is, the increased cost of living. It is an all-pervading subject, and tinges the thoughts and actions of every class of society; the tenement-dweller feels the real pinch in the high cost of food; the middle class family balances the necessity against the luxury, and even the millionaire suffers in proportion to his need (?) for luxuries, though his sufferings hardly seem very real to most of us. With such a problem in the air, the absorbing subject of conversation between housekeepers, the chat of the “man in the street,” it seems a timely topic to bring into the cooking laboratory of school or college in which is being trained the home-maker of the next generation.

If our schools are to mirror the life of society, we must take into them in greater or less degree the questions that are agitating society. We can no longer dwell in cool cloistered shades and work out imaginary problems in our special fields. The problems must fit, and fitting must function if they are to be of value.

The author of the first paper in this series strikes the keynote in the teaching of cooking. Her thesis seems to be the enlightened reproduction of home conditions and activities in the cooking laboratory, her particular point of departure being the preparation of meals.

It is the purpose of this paper to describe an experiment tried during the fall term in an agricultural college, namely, the teaching of the values and cost of food. The cooking class of senior girls was a very small one, consequently the work was quite informal. It was “give and take” constantly of ideas and experiences, the teacher being, so to speak, the chairman of the meetings. At the end of the term there were many spontaneous expressions of approval as to the content of the course. “It seems so real,” “I like this kind of work,” “It means more to me now when I do my work at home.”

The course rather worked itself out, one lesson suggesting the next, neither teacher nor pupils being bound down to a rigid course of study. The girls had had two years of cooking, so it was not necessary to emphasize the technique of the subject, and, coming as they did from farm homes, they possessed a certain command of housework not often found among city pupils.

After a review of food principles and nutrition, using as a constant reference Miss Rose’s “Human Nutrition,” that invaluable bulletin published by Cornell University, and as an occasional reference Sherman’s more advanced work, “Chemistry of Food and Nutrition,” the class had some practice in weighing out 100 calorie portions of standard foodstuffs, sugar, milk, flour, chocolate, bread, apples, etc., comparing them as to bulk, endeavoring to gain a definite image of the size of each portion. The problem then given was to make a cup of cocoa in several ways weighing the materials and computing the food value and cost. This brought up several practical questions: When might it be wise to use chocolate and whole milk instead of cocoa and milk and water? Does the extra richness of flavor compensate for the increase in cost? How much would it be necessary to serve of the various recipes to equalize the food value? The cost? Later the class compared the food values and cost of tea, coffee and cereal coffee served with cream and sugar.

In calculating food values the class used Irving Fisher’s 100 calorie portion tables as given in “Food Values,” a small pamphlet published by the American School of Home Economics, Chicago, Bulletin 142, and the tables in “Human Nutrition” and “Chemistry of Food and Nutrition,” and after the inevitable struggle with per cent., calorie and gram equivalent they developed a certain pride in the speed and accuracy of their calculations, which were done in class and out, as seemed best.

We approached the composition of foods from the physiological importance of protein, fat and carbohydrate to the body, and a comparison of tables proved very enlightening, more to help the girls to realize that a “balanced ration,” which sounds rather technical to the young student, means principally judgment in the choice and combination of dishes, and may be appetizing or not, according as judgment is accompanied by taste and imagination.

While food values were found to be practically constant, the question of cost was ever fluctuating. There is more vagueness in regard to cost of food in the country than in the city. So much of the food is produced on the farm, milk, butter, eggs, meat, vegetables and fruit, that it is harder to realize their value in money. Every food material used in the lesson was priced, and a table of measures, their weight equivalents and their cost was compiled, each girl taking certain assigned foods. They soon remembered the cost of half a cup of flour, two tablespoons of sugar, one teaspoon of baking powder or of vanilla, and when eggs “went down” the class knew it immediately.

With this general explanation specific experiments will be outlined briefly. To illustrate the food value of the ordinary meal a simple breakfast for four persons was served. It consisted of grapes, oatmeal, cream and sugar, poached eggs on toast and coffee. All food used was weighed and compared in amount with the standard 100 calorie portion. The total calories were estimated and the calories per person. It was decided from the results that this meal contained about the proper kind and amount of food to serve as a light breakfast to persons doing ordinary work. Later a winter breakfast was cooked, served and compared with the first one, the menu being corn-meal mush, mock maple syrup and cream, creamed dried beef on toast, muffins and coffee.

We then worked out a comparative table of the cost of different hot breads, using six recipes varying in cost from four to twenty-eight cents. This brought up questions of how many eggs and how much butter can we afford in a recipe? Can sour milk and soda always take the place of eggs in a recipe, thus reducing the cost?

Preparing a school lunch was another problem, the questions arising being: How much does the average student eat at noon? What is the food value of the perennial sandwich? What is the best lunch to take to school, considering time, cost, etc.?

Another series of experiments which were intended to stimulate the resourcefulness of the student consisted of increasing the food value and palatability of a dish by adding other ingredients. From canned tomatoes were made tomato bisque, scalloped tomatoes and tomato soup, in this case very materially supplementing the food value of a vegetable by the addition of milk, butter, flour, etc. The same experiments were applied to potatoes and rice,



and dishes were evolved from these plus eggs, milk, cheese, butter, sugar, etc., each student calculating the increase in food value and its proportion to the increased cost.

After two simple luncheons planned by the teacher and cooked, served and calculated by the students to give them the necessary practice in proportioning a menu in relation to protein, fat and carbohydrate, each student was required to hand in a menu for a luncheon for four people which should consist of at least four dishes, the cost not to exceed ten cents per person. This was calculated in terms of protein, fat and carbohydrate, and each luncheon was cooked, served and criticised. It was found most exciting to work out the cost of the different dishes and to reduce the expense of one in order to increase that of another. The menus are given below, not as models, but as samples of the original work of students in a particular problem:

- |  |          |
|--|----------|
| I. Cream of Tomato Soup. Scrambled Eggs on Toast. Coffee. Baked Apples and Cream .....       | 39 cents |
| II. Halibut Timbales. Potato Puff. Apple Compôte. Bread and Butter .....                     | 43 cents |
| III. Codfish Balls. Corn Meal Muffins. Coffee. Jelly and Whipped Cream. Oatmeal Wafers ..... | 36 cents |

In planning the menus for these luncheons the girls soon found that the meat dish of a meal was the most expensive one, and the next thing they did was to study that very useful bulletin, "Economical Use of Meat in the Home." It was proved that cheap cuts of meat prepared with care and intelligence may be made most appetizing. Beef stew, Hungarian goulash and stuffed steak were tried and pronounced good with enthusiasm. Along with this came the question of excessive meat eating, a vice rather common in the country, and next we considered meat substitutes, finding a pamphlet published by the New York Society for Improving the Condition of the Poor very useful. Through this "Proper Feeding of the Family" we became interested in considering cheap dietaries, and we had several interesting discussions regarding food habits and standards of living. One of the last lessons of the term was the preparation of a day's meals for the standard family, the cost not to exceed one dollar.

Each student prepared a whole meal, and the following menus were cooked, served and the cost calculated:

*Breakfast.*

Creamed Codfish.	
Cereal Coffee.	Top Milk.
Sour Milk Johnny Cake.	

*Dinner.*

Stuffed Steak, Brown Gravy.	
Cabbage Salad.	Bread and Butter.
Cornstarch Pudding with Jelly.	

*Supper.*

Potato Soup.	Crackers.
Apricot Toast.	Cottage Cheese.
Tea.	Milk.

At the end of the course the examinations consisted of but one question, to answer which they were allowed two hours. The question is given at the finale of an experiment which seemed to the teacher to have been worth while.

*Question.*—Plan the meals for three days for a family of six, three adults and three children. Give menus, marketing lists with amounts and prices, and offer a well-balanced dietary, the cost not to exceed six dollars for the three days.

## MOTIVATION IN ARITHMETIC

MATHEMATICAL PROBLEMS ILLUSTRATING  
SPECIAL MOTIVES MADE BY STUDENTS  
AND TEACHERS OF BALTIMORE COUNTY

THE following arithmetic problems illustrate how special motives that touch the daily life of the child in the school may serve the teacher's ends to produce intelligent reasoning on the part of the class. These problems were made by teacher and class working together from data gathered for the purpose. They are all taken from either the November or December (1911) work of the Baltimore county schools:

### A POULTRY DEALER'S PROBLEM.

1. A poultry dealer bought 48 turkeys, weighing on an average 18 lbs. each. What was the total weight? What was the cost at \$0.15 a lb.?
2. He dressed them for market, and in the process each turkey lost 3 lbs. in weight. What was the total loss? How many lbs. did he have to sell?
3. He sold half of the turkeys at \$0.22½ per lb. and the other half at \$0.24 a lb. What was the selling price?
4. His freight was \$0.25 per 100 lbs., and the cost of labor in dressing and shipping was \$7.25. What was his expense? How much money did he make?

*Clara Smithson, Hillsdale School, Grade V.*

### A CORNFIELD PROBLEM.

Mr. Berryman had a 30-acre field planted in corn. It required 10 bags of fertilizer at \$1.15 a bag. He paid \$8 rent, \$5 for cultivation, and \$1.25 a day for 14 days to cut and husk it. If the field yielded 240 bbls. of corn, which was sold at \$2.75 a bbl., what was his gain?

*Edith Mercier, Glyndon School, Grade VI.*

### COUNTY TAX PROBLEMS.

The assessed value of property in the county is \$11,241,912.

The county rate of taxation is 84 cents on \$100.

The State rate of taxation is 22 cents on \$100.

1. What is the rate per cent. of the county tax?

2. What is the rate per cent. of the State tax?

Of the above assessment \$3,998,054 is apportioned to the Fourth district.

3. What per cent. of the entire assessment is this?

4. What is the amount of State tax paid by the Fourth district?

5. What is the amount of county taxes paid by the Fourth district?

6. What is the amount of tax collected in the county each year?

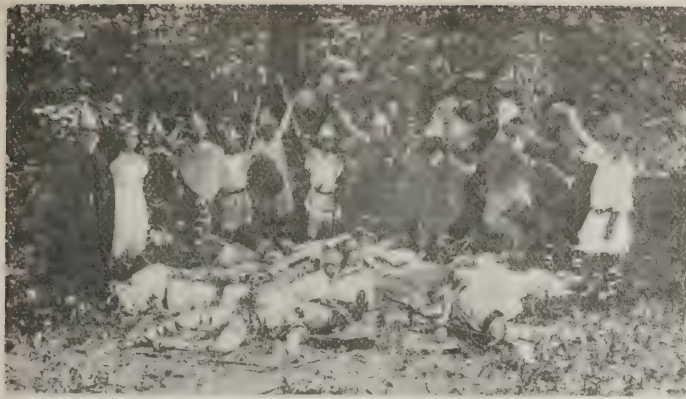
*E. Grace Deal, Reisterstown, Grade VII.*

### PROBLEM OF PONY AND CART.

Frank's father gave him a pony and cart with the understanding that he was to pay for the keeping of the pony and the repairs of the cart. He allows Frank 10 cents a day car fare, which he saves by using the pony and cart to and from school. Frank takes four other children to school, who pay 20 cents a day, averaging 175 days to a school year. During three months' vacation he carries back and forth to the car three young girls at 25 cents a day, averaging 75 days for the three months. What were his total receipts for the year?

His expenses on the pony were \$3 a month for hay, \$1.25 a month for oats, \$1.25 a month for corn, \$1.25 a month for straw for bedding, and \$1.25 every two weeks for shoes. On the cart he paid \$20 for painting and \$10 for new tires. How long will it take him to save enough to buy a horse valued at \$120?

*Helena Link, Catonsville High School, Grade VII.*



# “THE PLAY’S THE THING”

CLASS DRAMATIZATION OF SOME FAVORITE MYTHS FOR THE FOURTH AND FIFTH GRADES

## THE BEGGARS’ QUARREL

BY FRANCES EVANS

Roland Park School, Baltimore County

*Time.*—Morning.

*Place.*—Palace hall in Ithaca.

*Characters.*—Ulysses, disguised as a beggar.

Irus, a common beggar.

Ten suitors.

Ulysses sits in the doorway. Irus struts back and forth several times, trying to attract Ulysses’ attention. Ulysses pays no attention to him.)

*Irus*—Come, leave this palace, you have no right here. The suitors are winking at me now to drag thee out by the leg.

(Ulysses remains seated.)

*Ulysses*—I’m not harming thee. This doorway is large enough for both of us.

(Beggars rush toward Ulysses.)

*Irus*—Art thou going to leave? If not, I’ll throw thee out.

*Ulysses*—Do not anger me, or thou wilt be sorry for it.

*Irus*—Hear the boaster! Leave at once, or I’ll knock every tooth out of thy old head.

(The suitors laugh and shout.)

*First Suitor*—Throw him, Irus!

*Second Suitor*—A basket of bread to the winner!

*Ulysses*—Promise to see a fair fight.

*All*—Yes; you shall be treated fairly.

(Ulysses throws off his mantle.)

*Third Suitor*—I wager the beggar will win. Just look at his broad chest!

*Fourth Suitor*—Look at his sinewy arms!

(Irus grows nervous and holds back.)

*Antinous*—Come, Irus, if thou dost not fight and win, I will send thee to the man eaters.

(Both men prepare. Irus strikes Ulysses’ shoulders, but misses his aim. Ulysses strikes Irus under the ear. He falls to the floor and moans.)

*All but Antinous*—Hurrah! Hurrah for the beggar!

(Ulysses drags Irus out and sets him up against the wall.)

*Ulysses*—Sit there and scare away the dogs.

## THE TROJAN WAR

BY MILDRED CARNEY

Garrett Heights School, Baltimore County

### ACT I.—THE WEDDING FEAST.

*Eris*—I will have revenge on them for not inviting me to the wedding feast. I will cause trouble among them. (Goes away and comes back with a golden apple, which she throws among the guests.)

*Guest*—This apple is for the most beautiful.

*Hera*—I am the most beautiful; give it to me.

*Athene*—You are not; I deserve it.

*Aphrodite*—I shall have it.

*Athene*—We cannot decide among ourselves. We shall have a mortal to decide for us.

*All*—Let us choose Paris?

### ACT II.—ON THE HILLSIDE, WHERE PARIS IS ATTENDING SHEEP.

*Athene*—Paris, we have come to you to ask you to decide which of us is the most beautiful. To the one you consider so, give this golden apple.

*Paris*—Surely, I cannot decide that, you are all so beautiful.

*Hera*—Paris, if you will give me the apple, I will make you king over broad lands, and power immeasurable shall be yours.

*Athene*—If you will give me the apple, I will give you wisdom, and many shall come to you for advice.

*Aphrodite*—Give me the apple and the most beautiful woman shall be your wife. (Paris gives the apple to Aphrodite, and the other goddesses go away declaring revenge upon Paris and his country.)

*Goddesses*—Paris and his country shall be destroyed for this.

### ACT III.—THE STEALING OF HELEN.

#### Scene I.—In Troy.

*Aphrodite*—Prepare you a ship, Paris; go to Sparta, and there in the house of Menelaus you will find Helen, who is the most beautiful woman in the world. I will cast a spell over her so that she will leave her home and go with you.

#### Scene II.—In Sparta.

*Helen*—I grow more pleased with you every day.

*Paris*—Will you go to Troy with me?



*Helen*—Yes; I will leave my husband and baby, but will go with you to Troy.

*Paris*—The ship is ready and Menelaus is away, so we can leave at once.

ACT IV.—MENELAUS' RETURN.

*Scene I.—Menelaus Calling Helen.*

*Menelaus*—Helen! Helen! That is strange! What has become of her? Paris has gone and his ship, too. That villain Paris must have taken her. Go for Agamemon, quick!

*Scene II.—Menelaus and Agamemon.*

*Menelaus*—Paris has stolen my wife.

*Agamemon*—Never mind, brother, you will soon get Helen back. All the brave heroes that promised to defend you will soon conquer Troy if they will not give up Helen. We will summon them to Aulis.

*Scene III.—At Aulis.*

*Agamemon*—We will soon conquer Troy, for we now have over a thousand ships, and our soldiers and heroes are numberless. But where is Ulysses and Achilles? We cannot go to war without those heroes. Menelaus and Palamedes, go to Ithaca and tell Ulysses we need him.

*Scene IV.—At Ithaca.*

*Servant*—Ulysses, two messengers from Aulis wish to see you.

*Ulysses*—They want me to go to Troy. I am not afraid of war, but I want to stay with Penelope and my baby. I will pretend that I am mad; I will yoke an ox and a donkey together and plow the seashore. I will sow salt in the furrows.

*Menelaus*—It is of no use. Ulysses has really gone mad.

*Palamedes*—Give me the baby, nurse.

*Palamedes*—You are no more mad than I am.

*Ulysses*—Thou hast said it; I will go with you to Troy.

*Scene V.—At Aulis.*

*Agamemon*—Where is Achilles? We cannot conquer Troy without him. Ulysses, take the news to Achilles.

ACT V.—AT TROY DURING WAR.

*Scene I.—In Camp.*

*Agamemon*—It has been nine long years since we left our home in Sparta to punish Paris and his people for this wicked deed. Many have given their lives. Let us go back to Sparta.

*Ulysses*—Do you remember the sign which promises victory for us in the tenth year.

*Scene II.—Quarrel Between Agamemon and Achilles.*

*Chryse*—Take this ransom, I pray thee, and give me back my daughter. Then shall the gods grant you victory over Troy.

*Agamemon*—Don't linger around my ships, old man. Thy daughter shall grow old as my slave. Get ye gone!

*Chryse*—Hear me, god of the silver bow. If I have built thee a temple and offered up to the flesh of bulls and goats, grant me this prayer. Make the Greeks suffer for the deed of Agamemon. (Achilles calls council.)

*Achilles*—War and death are upon us. We must have a priest to tell us why Apollo is angry.

*Chalcas*—These woes have come upon us by the wrong that Agamemon hath done to Chryse, priest of Apollo. Apollo will continue to slay until we send Chryse back to her father, unbought and unransomed, and offer as a sacrifice one hundred beasts to the angry god.

*Agamemon*—Ill prophet art thou, indeed, Chalcas! Naught but evil hast thou ever foretold me! Yet will I give her back rather than that my people should perish. But another prize must I have. Why should I alone of all the Greeks have my prize taken from me? It is not seemly that it should be so.

*Achilles*—Nay! Nay! most noble Agamemon! Too greedy art thou for gain. We have no common store of treasure with which to repay thee for that thou hast lost. What spoil we got from the cities we have taken already has been divided. Nay! give back Chryseis to her father, and when next we sack a city thine shall be the richest spoil of all.

*Agamemon*—Dost seek to cheat me, Achilles? Wouldst thou rob me of my prize and give me naught instead? If thou wilt not give me the reward my honour seeks, then will I seize it for myself, be it thine or that of Odysseus, or the spoil of any other. Wroth will be he to whomsoever I come. But of this hereafter. Now let us launch a black ship on the sea and in it embark Chryseis of the fair cheeks that Apollo the Far Darter may have his sacrifice.

*Achilles*—Shameless art thou. Shameless and crafty. For thy sake and that of Menelaus, thy brother, left I my home and fared across the seas to fight in Troyland, and now thou, dog-face, dost threaten to steal from me the spoil that I have won for myself by weary toil and hard fighting. Home will I go, for I have no mind to fight for one who is greedy for riches and wealth and cares not if I am dishonoured.

*Agamemon*—Flee, then, if thou wilt; others I have are as brave as thee, and ready to do me honour. Most hateful art thou to me, Achilles. Ever thou lovest strife and wars and fightings. I care not for thee and thy wrath, and this I tell thee: To thy hut I myself will go and take from thee Briseis, fairest of all thy slaves, that thou mayst know that I, Agamemon, am thy lord and ruler.

*Achilles*—Why art thou hither? Art thou come to see the insolence of Agamemon? Yea, I tell thee, through pride shall he lose his life.

*Athene*—To stay thine anger, I came from far Olympus. Goodly gifts shall come to thee hereafter, Achilles, only stay thine hand and listen to me.

*Achilles*—Goddess, a man must needs listen to thee and do thy biddings, for the man who obeys the immortal gods will also be heard of them.

*Achilles*—Thou with a face of a dog and a heart of a deer, never hast thou fought as men should fight for the spoil! Rather dost thou seize the booty for which thy men have risked their lives. Surely these warriors are weaklings, else this should have been thy last wrong. But this I swear by my sceptre, which was once a tree, but nevermore shall put forth leaf or twig: As surely as that sceptre shall never again be green, so surely shall the Greeks one day long for Achilles when they fall in heaps, dying, before the manslaying Hector. Then shalt thou tear thy heart for anger for that thou didst not honour the bravest of thy warriors.

*Achilles*—Ye may take my slave, the fair Briseis. The Greeks gave her to me. Let the Greeks take her from me again, yet that moment that thou dost dare to lay a hand on aught else of mine, thy dark blood shall gush about my spear.

*Agamemon*—Go ye to the tent of Achilles and bring me Briseis, his fair slave.

*Achilles*—Welcome, ye herald. Ye are not guilty in my

sight. Guilty is Agamemon, who sent you to rob me of the fair Briseis. Lead her away, yet be witness that Agamemon hath sore need of me to save his host from shameful wreck, but no help from me shall he have.

*Briseis*—Sorry am I to leave thee, Achilles.

*Scene III.—Duel Between Paris and Menelaus*

*Paris*—I will fight Menelaus for Helen and her treasures.

*Menelaus*—Our duel shall decide the war.

*All*—Menelaus has won! Victory is ours! Give us Helen and her treasures!

*Scene IV.—Hector and Ajax.*

*Hector*—Ye Trojans and Greeks, Jupiter has not granted either side victor. We must fight until victory is decided. Let one of your strongest and bravest heroes step out and have a duel with me. Let it be agreed that the armor of the slain shall go to the victor, but that his body be given to his friends for an honourable burial.

*Ajax*—Come on; though Achilles loiters by the sea-shore, there are many heroes who are not afraid of you. Make the first throw.

*(Ajax and Hector Fight.)*

*Herald*—Come now, brave warriors, Jupiter loves you both, but night approaches, and 'tis better to rest than to fight.

*Ajax*—I leave that to you, Hector.

*Hector*—Let us leave the field for today, but first let us exchange gifts of honour, so it might be said that after a hard fight we parted as friends.

*Ajax*—I shall give you my purple-colored girdle.

*Hector*—You shall have my sword and belt.

*Scene V.—The Message to Achilles.*

*Agamemon*—Death and misfortune have come to us. Go to Achilles. Tell him if he will help us, he shall have rich gifts, seven slaves, among them Briseis, a boatload of gold and bronze, seven cities from my kingdom and my fairest daughter for his wife.

*Achilles*—I would not go to war if Agamemon offered me all of Greece, for I am soon going to my native country to live a long and happy life.

*(Death of Patroclus.)*

*Scene VI.—Nestor's Message to Achilles.*

*Nestor*—Patroclus, go to Achilles and tell him how our men are falling and how our best heroes are wounded in their tents. Tell him the Trojans are nearing the ships. If he will not come, ask him for his armor and soldiers, so that you might go to battle with his armor and the Trojans will think him among us.

*Scene VII.—Patroclus and Achilles.*

*Patroclus*—Achilles, our men are falling and our heroes are wounded.

*Achilles*—I think I said many times that I won't fight.

*Patroclus*—Then lend me your armor.

*Achilles*—Gladly will I do so, and you may have my soldiers, too.

*Scene VIII.—Death of Patroclus.*

*Trojans*—Achilles is here! Enter the gates.

*Hector*—You have come to take the city, but you shall be food for the vultures.

*Scene IX.—Telling news to Achilles.*

*Ajax*—Achilles, Patroclus is dead by the spear of Hector.

*Achilles*—Give me my armor, that I might kill Hector.

*Ajax*—There is no armor for you, Achilles.

*Scene X.—Death of Hector.*

*Trojans*—Achilles is really here.

*Priam*—Come within the gates, my son. Save your life for the sake of Troy.

*Hector*—The gods shall decide who shall fall. If I kill you, I will take your armor, but shall give your body up. I swear this to you. Do you swear the same to me?

*Achilles*—I swear nothing, for I am your bitterest enemy.

*Achilles*—You thought Patroclus would not be avenged. Now you shall be food for the dogs and vultures.

*Hector*—Will you not allow my parents to ransom my body with silver and gold?

*Achilles*—Though they outweigh your body with gold, I will not take the ransom.

*Hector*—You have a heart of iron, but think of me when Paris slays you with his arrow.

*Achilles*—I shall die when the gods wish it.

*Scene X.—Priam Begging for Hector's Body.*

*Priam*—Take this ransom, I pray thee, and give me the body of my son. All of my sons have been slain in battle, and now the bravest and noblest has been slain by your hand. Think of thy own father, full of day as myself. He knows that his brave son, Achilles, lives. Perhaps there is something troubling him now, but he knows you will protect him. Will you not give to me the body of my beloved son?

*Achilles*—Gladly will I do so.

*Scene XI.—Death of Achilles.*

*Ulysses*—Achilles is dead! Help me to save the body of our beloved hero!

*Agamemon*—To Ulysses shall go his arrows, spear and other weapons.

ACT VI.—THE WOODEN HORSE.

*Scene I.—Ulysses' Plan.*

*Menelaus*—We can't induce the Trojans to come out, nor can we break into the city.

*Chalcas*—We must take them by a trick.

*Ulysses*—I have a good plan. Let us build a large wooden horse, large enough to hold many heroes and too large to enter the gates of Troy. The Trojans will have to tear down a portion of the wall when they take it in. We will leave Sinon here in the thicket. Let him tell the Trojans that we have left the horse as a sacrifice to Minerva and have gone home. We will burn our camps and pretend that we have gone home, but will hide in a harbor that I know of not far off. At a given signal from Sinon we will return and destroy Troy.

*Agamemon*—We will begin building at once.

*Scene II.—Discovery of Horse.*

*Paris*—The Greeks have gone, for their camps are burning.

*Priam*—Here is one of the Greeks. Why are you left behind?

*Sinon*—The Greeks left me here. They were about to sacrifice me to the gods when I escaped.



*Priam*—What is the meaning of that wooden horse?

*Sinon*—The Greeks left that as a sacrifice to Minerva. If you destroy it, destruction will come upon you. If you take it into your city, fortune will come upon you, and you will rule over lands far and wide.

*Priam*—Let us take it into the city, so that we will be favored by the gods.

*Paris*—It is too large to get through the gates, but they can be removed, for we have no need of them now.

*Priam*—We will have a feast tonight, for the war is over.

*Scene III.—Burning of Troy.*

*Menelaus*—Come, Helen, go back to Sparta with me.



## CIVICS IN THE ELEMENTARY SCHOOLS

By HELEN K. YERKES

Supervising Principal, Philadelphia Public Schools

THE title, "Civics in the Elementary Schools," may awaken some feeling of opposition in the minds of certain observers of modern educational thought, in that it appears to make possible an *addition* to the curriculum. But we must remember at the outset of this discussion that a curriculum is not something to which we add or from which we subtract from time to time. The curriculum is an emanation of the times. It is a compilation of the demands of the modern State at the hands of the school system which the State is supporting. It is a statement of the subjects and exercises the State finds necessary for the mind equipment of its men and women when they step from the State academy, the public school, into the modern complex, adult, city or civic life.

Today there is no such thing as a suburban or rural child. One must go far from the coastline of any one of the great continents to escape man and his work. The child is provided for in "graded school centers," and communicates with his playmates by 'phone, wireless and wired telegraphy, electric and steam cars, no matter where he lives. He is a social infant till the law makes of him an adult at the age of 14, or in the majority of cases at 16, at most. He is born one of the many, and the curriculum must provide him an education that will fit him to live among the many. It must develop a mind habit of quick, accurate, decisive thought in the midst of many interests and many people. He must also have positive knowledge regarding the place in which he is to work. *Civic mind-habit* and *civic knowledge* are the two fruits of a public school system which the State has a right to find in return for its investment.

What, then, are we school people to do about this matter? The answer to this question we are seeking in every

large city. What is the specific work to be outlined in the schoolroom curriculum to meet this demand? This must be solved by our school leaders whom the State employs to carry out its behest, and the grade teachers must be led into such child development.

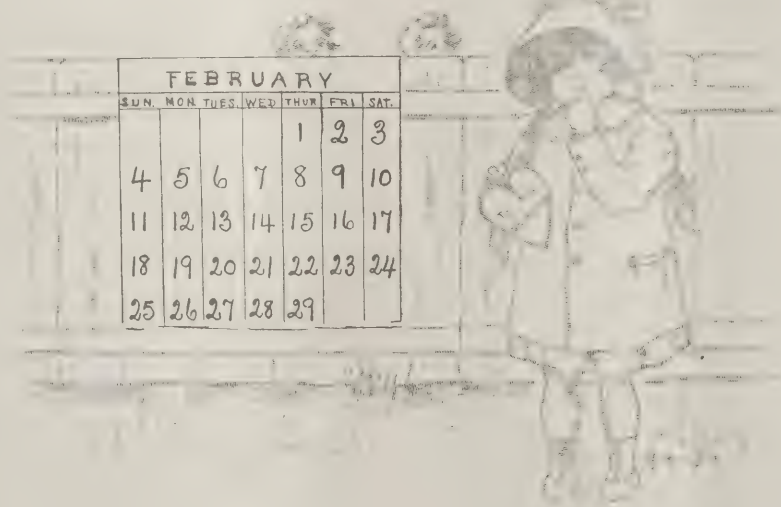
In Philadelphia Dr. Martin G. Brumbaugh is now attempting to formulate such a plan of civic training in the elementary schools. He has invited, through a questionnaire, suggestions from the principals of the elementary schools outlining for him their views on the subject. He is at the same time gathering the views of the world outside the schoolroom. Law and order in recreation is being worked out according to a plan arranged by the School Department of Physical Exercises, Mr. William Stecher, Director, and the Bureau of Recreation, supported entirely by the city, under the direction of Mr. William Champlin. In conference with these two bodies and co-operating with them is a voluntary association of most valuable import to the whole movement—the Playgrounds Association. These authorities determine and report to

their various authorities—city, Board of Education, Executive Board—the opening of playgrounds, schoolyard and schoolhouses, gymnasias and public halls.

Civic play, the right of childhood, is being so directed as to become an affirmative force in the child's education toward civic betterment.

For safety in the street the Rapid Transit Company has been permitted to place in the hands of every child a card of direction for crossing the

street. A facsimile of these cards is now hanging in the halls of the school buildings. Pupils and teachers are making an experimental study of street life up to this point.





The Historical Association of Pennsylvania is arranging with the help of many of the public school people the second great historical pageant of the city of Philadelphia. The Dramatic League is working in conference with the School Superintendent, the public libraries, and the management of moving-picture theaters to work out an educative policy that shall make for full illustration within their walls of the truths of life and recreation taught in our public schools. The Committee on Reconstructed Fourth of July, appointed by the Mayor each year, acts with the Business Men's Association and the school authorities in planning for the children's patriotic training in accord with safety and comfort for the aged and sick ones of a mighty city. They work on the lines of purely educational policies.

Psychological and medical bodies are being encouraged to lay before the people of each school community and the teachers and pupils all the up-to-date discoveries which make for city health and cleanliness of mind and body. Social and civic clubs, such as the City Club, Home and School League, Public Education Association, Civic Club, Philomusian Club, are being encouraged to lay before the educational authorities the results of their conferences in their educational committees or at educational luncheons. The heads of the city departments are being invited to speak to communities in public school buildings regarding

city necessities and city conditions. All of this work is being done at the solicitation of the school people, and is being weighed by them according to its results.

So we are striving, schoolmen and laymen, to define anew the word "civics," which appears as a subject in the school curriculum. The new definition relegates the verbal learning of the National Constitution to a wee corner in the eighth-year course, *perhaps*. It substitutes instead of this dry, foreign, unproductive effort a carefully-planned course of face-to-face lessons with the child on his larger environment the day he finds himself out of his *home* in a State *school*. It must put definitely into the child's mind his relations with others in the yard, halls, classrooms, assembly-halls, the streets, buildings, modes of travel and communication, centers of industry and art, money-earning and money-saving possibilities, cultural opportunities, rights and duties of the citizen in the city or State which serves and protects him.

This is the course to be gotten in eight years. The work that lies before us is to formulate the detail plan of approach to the young minds. The civic book lies open before us. It is for us to select the chapters to be read by the school population at the different stages of their development. We are doing this work tentatively now in every large city. In my opinion the work is destined to be formally introduced and apportioned to every grade of every public school curriculum during the next decade.

## QUESTIONS OF CURRENT USAGE IN ENGLISH

### PART I: THE LACK OF A PERSONAL PRONOUN IN THE THIRD PERSON SINGULAR OF INDETERMINATE GENDER

By W. H. WILCOX

Head of Department of English, Maryland State Normal School, Baltimore

LANGUAGE is a growing organism. It is constantly changing in structure and in the pronunciation, spelling and meaning of its words. These changes, and to some extent the original character of the language, create many problems for the teacher of English. Not all the facts of language can be presented in any text-book or course in English; not all facts have significance or are worth teaching. How long is it worth while to drill on It is I, It is he, etc., at the expense, perhaps, of more important matters? Even if the teacher succeeds in establishing these forms in the classroom, the chances are that they will remain with the other school furniture when the pupils leave the room.

Back of the question of what is worth while, however, is the question of what is correct. Correctness, like other language elements, is continually changing. The text-books on rhetoric have usually laid down the rule that correct usage is to be determined by the language of the best speakers and writers. But the term "best speakers and writers" is being much more liberally interpreted than formerly. The democratic tendencies of the age are seen in a certain spirit of revolt against the effort to make the language of everyday life conform to the language of a select few. Dr. Krapp's work entitled *Modern English* gives expression to this tendency and is exceedingly liberal in the suggestions of what is correct in language. The difficulty with this point of view is that the standard is so liberal as to amount practically to no standard. If language is to be taught in our schools there must be some standard, and it would seem that this standard must be the language in current use among educated people.

The English department of the MARYLAND STATE NORMAL SCHOOL, in the course of its work, is investigating certain matters of current usage, and in this and succeeding numbers of the ATLANTIC EDUCATIONAL JOURNAL

will make reports of the results of these investigations. The subject of the present report is a defect in the English language—the lack of a personal pronoun in the third person singular of indeterminate gender. The purpose of the investigation is to ascertain if possible what word is used to refer to an antecedent that is in the third person singular and of uncertain gender. More specifically, what pronoun should be used in the following sentences where grammatical concordance requires the third person pronoun of indeterminate gender.

Every teacher should study carefully the individual characteristics of — pupils.

If one could only rely on such assurances, — would know what to do.

If anybody knows, let — say so.

If everybody would attend to — own business, etc.

Everyone was dressed in such a manner that — presented a very striking appearance.

If anyone had been there — might have saved him.

The problem is not merely academic. If "one" is made to do service, as has been suggested for some of the uses here indicated, the result, to many, snacks of affectation, and such use is not likely to become common. Neither is "him," "her" or "they" altogether satisfactory. If a newspaper story is to be depended upon, the superintendent of schools in Chicago has suggested a remedy. The story goes that at a recent meeting of school principals Mrs. Young spoke as follows: "A principal should so conduct his'er school that all pupils are engaged in something that is profitable to him'er." This bears the earmarks of a "newspaper story," as Mrs. Young would have used "them" instead of "him'er"; yet it does suggest the reality of the problem. Mrs. Young is quoted as saying: "The English language has stood in dire need of a pro-



noun of the third person singular which is expressive of either gender." The question for investigation is, What does current usage sanction?

Three methods of investigation are available: First, to give attention to the spoken language of educated people as opportunity offers; second, to consult dictionaries and other books of authority; and third, to search the best current literature.

The first method is limited in its scope, yet a little practice enables the ear to catch readily the particular expression that is being studied. A very little investigation of this kind furnishes abundant evidence that, in oral language at least, the plural "they," "their" or "them" is most generally used, even among educated people.

An examination of books of supposed authority in matters of usage is not altogether satisfying. The "doctors" disagree. The results are as follows:

1. "One."

First—Murray's English Dictionary: One was formerly followed by "he," "his," or "him," now usually by "one," "one's" or "one's self." It is to be noted that the use of "one," however, is not confined to the third person.

Second—Webster's International Dictionary: "One" is followed regularly by "one," "one's," "one's self."

Third—The Standard and the Century Dictionary make no definite statement on the point involved.

2. "Everyone" (every one).

First—Murray: The pronoun "every one" (sometimes written as one word) is often plural, the absence of a singular pronoun of common gender rendering this violation of grammatical concordance necessary.

Second—Webster's allows the plural pronoun in reference, but prefers the one word "everyone" when a collective or plural meaning is intended.

Third—The Standard and the Century give no help.

3. "Everybody" (now regularly written as one word).

All authorities agree in making the word strictly singular in meaning, and require a singular verb and a singular pronoun.

The same is true of "anybody" and "anyone."

The results of investigation of current literature are as follows:

1. After the noun of indefinite gender the masculine pronoun is regularly used, as the following illustrations show:

The possessor of large resources can take care of himself.—*Outlook*, January 13, 1912.

If we have an employee . . . . . we mark him, etc.—*Ibid.*

Every person . . . . . of his fellow men.—*American Review of Reviews*, May, 1911.

If any reader . . . . . let him, etc.—*The Century* for October, 1911.

The same pronounal forms follow "anyone" and "anybody."

2. After the adjective pronoun "one" usage varies.

If one read a passage of Locke, . . . . . one arrived at the conclusion, etc.—*Educational Review*, January, 1912.

When one has discussed . . . . . he finds, etc.—Professor Judd of Chicago University in *The Elementary School Teacher*, January, 1912.

As one reads . . . . . he finds, etc.—*Ibid.*

Then one makes trouble for their artistic but forgetful owner.—*The Atlantic*, November, 1911.

3. After the indefinite "everyone" or "every one" again usage varies.

Eat ye everyone of his fig tree.—*Bible* (Revised Version).

Everyone that setteth his heart, etc.—*Ibid.*

Let everyone that is godly . . . . . not reach unto him.—*Ibid.*

Till everyone submit himself.—*Ibid.*

Ho everyone that thirsteth, come ye, etc.—*Ibid.*

Everyone of them is gone back, they are altogether become filthy.—*Ibid.*

Everyone of them had made up their minds.—*Davent's Eventful Life*.

Everyone looked about them.—Mallock's *New Republic*.

4. After "everybody" usage also varies, though only the singular is recognized in the dictionaries.

The artist managed to make everybody look presentable without making them look absolutely alike.—*The Century* for November, 1911.

They would very seldom be discovered by the plan of asking everybody if they, etc.—*World's Work*, January, 1912.

#### SUMMARY OF RESULTS.

After nouns in the third person singular of indeterminate gender the masculine "he," "his" or "him" is regularly used in written language; but the plural is frequently used in oral language.

While the dictionaries insist on "one," "one's," "one's self" after "one," the use of the masculine is common, and the plural is sometimes used even in written language.

After "everyone" either the masculine singular or the plural may be used. The tendency in America seems to be to use "everyone" rather than "every one" for the plural sense.

After "everybody" the dictionaries require the third person singular masculine, but the use of the plural is common in oral language, and is found in respectable company in written language.

## NINE ARTICLES OF FAITH

By MARTHA S. POPE

1. I believe in the unity of all life, and that children are *individual* units thereof.

2. I believe in the divinity of the child, but no less in his human limitations.

3. I believe in that community life wherein each member, child, and grown-up, learns to serve another joyfully.

4. I believe in the value of a growing intimacy between childhood and nature.

5. I believe in the power of both inherited tendency and present environment over the child.

6. I believe that the desire to know and the impulse to do go hand in hand in childhood's realm, and that failure to provide properly for the development of the whole child is to be condemned.

7. I believe in play as the child's most natural means of self-expression and the director's most vital bond of sympathy with childhood.

8. I believe in the value of scientific statement when limited by the ability of the child and his natural inquiry.

9. I believe that every child in some way responds to appeals made to the highest within him. Therefore, I hold that only the best in literature, in music, in art, should be presented to him, and that only as ideal achievement is reproduced before him will he reach out toward the good, the true, and the beautiful.

MARTHA S. POPE.

# HOW TO INCREASE SPELLING EFFICIENCY

A DISCUSSION OF THE FUNDAMENTAL PRINCIPLES INVOLVED IN THE TEACHING OF SPELLING IN THE ELEMENTARY GRADES

By J. E. WALLACE WALLIN

University of Pittsburgh

THE amazing increase in the producing capacity of labor during the latter part of the nineteenth century is due to the revolution which has been wrought in our industrial methods—the change from the almost total use of hand labor to the almost exclusive employment of machine labor. One machine now does the work of scores of hands. The economic saving latterly effected in the management of business and industrial concerns is also due to a change of methods. Many business concerns now find it an economic investment to employ welfare workers at salaries ranging from \$100 to \$250 per month, because these workers, through the proper study and control (scientific, if you please) of those factors which go to determine working efficiency are able measurably to increase the working capacity of the employees. Likewise, any significant improvement in the working or learning capacity of our school children must come largely from the discovery and effective utilization of more economic methods of learning.

It is an axiom of pedagogy that *aim must determine method*. In teaching<sup>1</sup> the multiplication tables we aim to so thoroughly rivet certain numerical associates in the learner's mind that, given the antecedent term in the chain of associates, the sequent will follow with mechanical or automatic precision, speed and accuracy. Thus the mastery of the antecedent term " $6 \times 7$ " implies that the child must immediately respond with the sequent "42." Any mastery of the multiplication tables which is not of this automatic type is inefficient. It matters little whether the child knows the wherefore or the why—why  $6 \times 7 = 42$ —the chief demand is that he possess *automatic control* of these numerical connections.

On the other hand, in teaching a child to solve a problem which requires an analytic and synthetic thought activity, the attainment of *automatic execution* is entirely subordinate to the attainment of *insight* into the conditions of, and into the steps involved in, the solution of the problem. Here our aim is not so to train the child that he can merely solve *this particular problem mechanically*—with mechanical facility, promptness and accuracy—but so to train him that he can correctly analyze, logically construe, think through or understand the problem, to the end that he can effectively *apply the same processes of analysis and solution to any similar problem* that may arise, either in his school work or in his after school vocational activities. The goal to be reached in teaching problem-solutions is *thought-mastery*, not thought-less, mechanical facility and accuracy which is the proper objective to have in mind in teaching the fundamental mathematical processes.

Hence in teaching we aim, in the main, to develop two kinds of mastery (waiving for the present skill to *apply* the mastered contents): First, *mechanical mastery*, which involves the automatization of certain knowledge-contents, and second, *thought-mastery*, which involves the thorough intellectual grasp or understanding of certain knowledge-contents, not by mechanizing, habit-forming

processes, but by assimilative, constructive, thought-compelling and thought-producing processes.

Now, what contents are properly amenable to the process of mechanization? Only the *invariable instrumental or tool* elements of knowledge. These elements have little, if any, intrinsic value, but are nevertheless invaluable, because they serve as tools by means of which we can acquire and control those contents of knowledge which are variable and which have intrinsic value. Just because they are *tools*, they must be mechanically mastered. Thus the mastery of the four fundamental arithmetical processes has no value in itself—except the doubtful value of furnishing the afflicted learner with mental gymnastics. It would be a waste of time to master them if they did not enable us to solve our numerical problems—figure up the cost of our grocery bills and the amount of our taxes or discounts. As *tools* these processes have a great value, but the value is directly proportional to our automatic control of them. Adding large sums would be almost impossible if we were obliged to go through a process of cogitative summing up single units on our fingers. Moreover, since adding, subtracting, dividing and multiplying are *invariable* processes, there is added reason why they should be reduced to a purely automatic basis.  $21 \div 3$  always = 7: there is no reason why the child should waste his time asking questions why this is so, or why he should think the matter through every time he is called on to make such a division. We conclude, therefore, that the mastery of those contents of knowledge which are *invariable*, and which have an *instrumental or tool value*, involves a process of automatization which is largely mechanical—though vitally mechanical—in character.

Now, then, the contents of *spelling* are of an invariable, instrumental character. Spelling has no *intrinsic* value. It is only valuable as an *instrument* or tool which enables one person to express his ideas in graphic symbols, and which enables another person to apprehend these ideas from the symbols thus expressed. If there were no writing or printing, spelling would be superfluous, but the ability to express our ideas in graphic symbols has become an essential requisite of social intercourse, and therefore a skilled command of one of the essential tools of writing, namely, spelling, is a social necessity. Since spelling is thus a basal social tool, invariable in nature (save for a few words, which may be spelled in two or more ways), the aim in teaching spelling is to completely, but *vitally*, mechanize the process so that it will *function automatically*, and so that the associations which have been made will remain more or less *permanently fixed*. No child has mastered spelling who must frequently consult the dictionary for the orthography of words, or who must frequently stop in his writing and try to recall or "think out" the spelling of words.

How, then, should spelling be taught so that the letters which the child must associate in different ways to form different words will *automatically arrange themselves in proper sequence*, and so that the associations will endure?

The answer to this question is to be found in the law of *habit-formation*, the central element of which is *practice or repetition*, and the ultimate aim of which is the production of a relative state of *automatism*. This law contains

<sup>1</sup>I use teaching in the generic sense, as including the processes of instruction, drilling and testing.



three fundamental factors: (1) *initial focalization of attention*, (2) *attentive repetition* and (3) the continuation of the repetitions or practice until a *final state of automatic behavior is reached*. How does this law apply to the teaching of spelling?

I. The first thing the teacher of spelling must do is to get the child to *concentrate attention* on the process to be automatized; that is, on the words the spelling of which he is required to master. This cannot be done unless the directions given are *clear, definite and specific*, and particularly cannot be done if the usual plan is followed of assigning a large number of new words each day. If the child is obliged to learn 10, 20 or 30 or more new words each day, his attention at the outset is dispersed or distracted, instead of being focalized. To secure initial focalization of attention the number of new words to be learned each day should be rigorously limited. A child is capable of giving intensive and economical attention to, say, two or three new words each day (somewhat more, to be sure, in the higher grades). Not only so: if the child acquires permanent *automatic mastery* of two or three words a day, he is acquitting himself quite creditably.

In order to get the child vitally to initially focalize the new words in the lesson several *expedients* should be employed. Thus the new or dominant words may be written on the blackboard in large script<sup>2</sup> at the head of each day's assignment of words. The subordinate or review words should be written in smaller script; or the new words may be written with colored crayon, in order to utilize instinctive or primary passive attention. Likewise certain letters which give trouble in some words may be written with colored crayon and the others with white crayon, for the aim in the stage of *initial focalization* is to emphasize the right form from the very outset. A rational spelling drill should concern itself from the very beginning with the formation of *correct* spelling habits, and not with the *uprooting* of wrong ones. This is precisely the rule which is very frequently violated. Furthermore, the child should be required to construct original written sentences which contain the two or three new words in the day's lesson. This will not only vitally redirect attention to the words, but develop skill in the use of the words in *written sentences*. If the meaning of a word is obscure, the child should be required to look it up in the dictionary, or to ascertain its meaning from the teacher—an expedient, again, which will vitally converge his attention on the word. In concentrating the attack in this manner on 10 or 15 new words a week, the conditions of vital *initial focalization* have been supplied.

II. But if we stop at this point, the child would probably still forget many of his words. Hence, second, we must secure abundant *repetition*—not inattentive repetition, which is pernicious or valueless, but *attentive repetition*. This can only be secured by a scheme of systematic dynamic drills and reviews. The 10 or 15 words which have been attentively focalized during a given week should be given again as subordinate words during the two following weeks, and subjected to much the same sort of treatment as during the first week. During a given week a child will thus be drilled on 10 (or 15, as the case may be) new words and 10 or 20 old words.

The old words, of course, are distributed throughout the two weeks, but at the end of the week all the words should be given in a *review lesson*, which should consist of a formal spelling recitation, and, time permitting, of a written composition exercise consisting of sentences containing the words reviewed. At the end of every eighth

week oral and written school or interschool contests may be held, based on the 80 (120) words focalized and reviewed during this period. Similar annual contests may also be conducted either between the pupils of a given room or between the rooms of a given building or between all the schools of a given system. The contests help to secure attentive repetition and to render the process dynamic. It is quite necessary to *motivate* the reviews, in order to secure *attentive* repetitions, and other expedients which are valuable for this purpose will suggest themselves to the resourceful teacher. Finally, the words focalized in the given year should again be reviewed once as subordinates during the following year.

III. Thus each word has been focalized and attentively reviewed at least five times, so that, third, we may now expect to find at the end of the year that the child has gained a *stable automatic mastery* of the spelling of from 360 to 540 words (altogether aside from other words incidentally learned). Even if this ratio were not increased in the higher grades, the child at the end of seven years should have complete control of the spelling of from about 2500 to about 3800 words; and an automatically and mechanically precise and stable spelling mastery of, say, 3000 words in seven years is decidedly better than a faulty or treacherous spelling familiarity with 10,000 words.

Space does not avail to show that such a rational spelling drill as the one which we have described is *theoretically superior* to, and *actually produces a higher degree of spelling efficiency* than, either the old-fashioned slipshod unpedagogical drill ("spelling grind") or the unmethodical and specious incidental method; but the reader is referred to a recent publication in which I have considered these and other matters relating to the teaching of spelling: *SPELLING EFFICIENCY IN RELATION TO AGE, GRADE AND SEX, AND THE QUESTION OF TRANSFER*. (Warwick & York, Inc., Baltimore, 1911.)

In 10 of our larger cities over 7 per cent. of the pupil's time is devoted to the study of spelling. Apparently much of this time is entirely wasted, if we may judge from the widespread complaint which continues to be made that the schools are flooding the country with an army of inefficient orthographers. That, as a matter of fact, such a rational spelling drill as the one herein sketched does materially improve the spelling efficiency in our schools has been amply demonstrated in the public school system of Cleveland, Ohio, where this method has been in use since 1906, and where the spelling efficiency has been raised into the upper 90's, an efficiency which is in marked contrast with a national average of 70 per cent. or less.

We conclude, therefore, that "Spelling efficiency is a function of spelling method, perhaps to a greater extent than it is a function of any other factor. Better spellers can be produced by the employment of a rational drill. There is no other specific that will rank with a *good drill* as an effective remedy for poor spelling." (*Spelling Efficiency*, page 82.) Teachers may well beware of the old-fashioned "spelling grind." But fear of the "classical grind" often manifests itself in an hysterical reaction against a drill technique which harmonizes with the psychological laws which govern the process of habit formation. This reaction against a psychologically justifiable drill, simply because it is a drill, often leads to the absurd adoption of an exclusively incidental method of teaching spelling, with disastrous results to the spelling efficiency of the youths of the land. (The reader may consult an earlier article on spelling in the June, 1911, number of this JOURNAL, by Thomas H. Briggs, which represents a slightly different viewpoint of the teaching of spelling. This article contains several references not included in my *Spelling Efficiency*.)

<sup>2</sup>The writer should consult Hicks' *Champion Spelling Book*, American Book Co., 1909, which is constructed to meet the conditions of the spelling drill herein described, and which gives word lists and various details of interest to the spelling teacher. In general, the words drilled should consist of those words which it is quite probable that the child will have to employ in his out-of-school writing.

# FEBRUARY POEM PAGE

Selected by MARTHA S. POPE, Friends' School, Baltimore

## ON SAINT-GAUDENS' STATUE OF LINCOLN.

A little group of merry children played  
Around the statue's base, where, gaunt and tall  
His image stands—the bronze memorial  
Unto his greatness, that Saint-Gaudens made  
In thoughtful posture, carelessly arrayed  
In loose, ill-fitting clothes, that somehow fall  
In graceful lines,—as one wrapped in a thrall  
Of thought, who pauses, sad, yet undismayed.

And on the sad, calm face, where deep lines tell  
His suffering and unimagined woe,  
I fancied, as their laughter rose and fell,  
A smile played round his lips with sad, sweet glow—  
A smile like His, who in far Galilee  
Said "Let the little children come unto me."

—Frederick Burton Eddy.

## IN A WINTER WOOD.

Into a winter wood  
At the crest of the morn I went,  
The pine trees stood like a tent  
Of ermine feathery soft;  
The hemlock wore a hood;  
And many another bole,  
Towering far aloft  
Was wrapped in a Samite stole.

A gentle whispering  
Seemed wafted from tree to tree  
Like a broken melody  
Chorded tender and low:  
"We are gossiping of Spring,"  
Said a birch with a friendly nod,  
"Of how we will joy when the snow  
Will let us look on the sod!"

Then came a truant crow  
With a lusty, rusty note;  
And a squirrel, sleek of coat,  
With his chirrup ever glad;  
So we all chimed in, and oh!  
What a cheery, chattering,  
Frolicsome time we had  
Just gossiping of Spring!  
—Clinton Scollard in *The Metropolitan*.

Therefore, all seasons shall be sweet to thee,  
Whether the summer clothe the general earth  
With greenness, or the redbreast sit and sing  
Betwixt the tufts of snow on the bare branch  
Of mossy apple tree, while the nigh thatch  
Smokes in the sun-thaw; whether the eave-drop fall,  
Heard only in the trances of the blast,  
Or if the secret ministry of frost  
Shall hang them up in silent icicles,  
Quietly shining to the quiet moon.

—Samuel Taylor Coleridge,  
in *Frost at Midnight*.

## FEBRUARY.

She came at night with shining fall of sleet  
Veiling her like a bride. The pale young moon  
Glimmered above her brows; for her white feet  
The snow made silver shoon.  
Nor song, nor laughter wanton on her lips,  
In her cool cheek no kindling roses vie,  
Yet the white beckon of her finger-tips  
Unveils the sapphire sky.

Ah, chaste, ah, cold, this ice-enregaled maid!  
Yet at the last, when all the woods are rent  
With boisterous blare of March, the Unafraid,  
Appulsed she stands, her passing feet delayed,  
Then backward turning, as in sweet lament,  
Her soft eyes shine through tears, and down the  
glade

Footprints of violets show the way she went.

—Margaret Bell Houston.

Now is winter and now is sorrow,  
No roses, but only thorns today;  
Thorns will put on roses tomorrow,  
Winter and sorrow scudding away,  
No more winter and no more sorrow,  
Tomorrow.

—Christina G. Rossetti.

## THE FROSTED PANE

One night came winter noiselessly, and leaned  
Against my window-pane,  
In the deep stillness of his heart convened  
The ghosts of all his slain.

Leaves, and ephemera, and stars of earth,  
And fugitives of grass,—  
White spirits loosed from bonds of mortal birth,  
He drew them on the glass.

—Charles G. D. Roberts.

## GIVE US STRONG MEN

God, give us men! A time like this demands  
Strong minds, great hearts, true faith and ready hands;  
Men whom the lust of office does not kill;

Men whom the spoils of office cannot buy;  
Men who possess opinions and a will;  
Men who have honor; men who will not lie;  
Men who can stand before a demagogue

And damn his treacherous flatteries without winking!  
Tall men, sun-crowned, who live above the fog  
In public duty and in private thinking;

For while the rabble, with their thumb-worn creeds,  
Their large professions and their little deeds,  
Mingle in selfish strife—lo! Freedom weeps,  
Wrong rules the land, and waiting Justice sleeps!

—J. G. Holland.

O Wind,

If Winter comes, can Spring be far behind?

—Percy Bysshe Shelley, in *Ode to the West Wind*.



# EXERCISES IN PHYSICAL CULTURE

SUBSTITUTION OF THE POETIC IN THOUGHT AND MOVEMENT IN PLACE OF THE PROSAIC STRAIGHT LINES AND ANGLES OF REGULAR CALESTHENICS

By W. McLEOD

Maryland State Normal School, Baltimore

CONSIDERABLE stress is being laid just now upon the need of teachers occasionally ventilating the classroom during sessions. The ventilation systems of many schools do not afford sufficient means of keeping the air of the room always pure and fresh, and therefore the question arises whether the room must not be thoroughly aired now and then even while the pupils are at their studies. In order that this ventilation may be done with little or no inconvenience to the pupils, the idea of having the students engage in some physical exercises during the process of ventilation calls has more than a little appeal to the practical teacher.

In the following discussion I consider exercises that afford excellent means for resting and relieving the students and at the same time keeping their bodies in such motion that the room may be aired during the day even in spite of the extreme cold weather which may be prevailing. The windows may be thrown open and fresh air permitted to come in without chilling the students if there is something to keep everybody moving. I think it does not detract from the beneficial results of exercise by having something which can be enjoyed by the participants as well as the onlookers (should there chance to be any).

Every one enjoys falling into some kind of rhythmic motion. So that, instead of prosaic straight lines and angles of regular calisthenics, there may be substituted some exercise poetic in thought and movement. Perhaps an imaginative situation in which the students seem carried along by the music and where there is no effort, but an overflow of youthful spirits and joyousness, will best answer the purpose. An atmosphere can be created for this exercise by telling the students to imagine themselves on the edge of a forest just before dawn when the morning mists soften and lend an air of mystery to all things in the woods. They are the wood nymphs who must have their frolic (if no one is near to see them or frighten them away), and get back to their homes before the world is well awake. All the students join hands, the first one with her free hand outstretched as if to quiet the others. All are on tip toe and now and then turn the head from side to side in a listening attitude. They look from one to the other in a startled, expectant way as they advance into the forest. (A soft march but with decided accent is played).

They step—step—very daintily and are ready to run back at any sound. Gradually they gain confidence. (Music bolder.) They complete the circle forgetting all cares (music louder), and cease to be quiet. All skip, dance, laugh—faster, faster—joy has full sway. A suggestion of dawn or the approach of some fearful presence seems felt—the skipping becomes subdued—the nymphs again seem on the alert, step softly, quietly, listening (music soft and dainty). Once more the fear seems to have passed away, they become frolicsome, break into three rings, dance skip, gallop as the music increases in speed and intensity until it reaches a climax—then comes a sudden calm. Arms are dropped, and the members of the three rings stand motionless. Then at a signal in the music the nymphs of each of the three circles glide three steps inward, beginning with right foot, extend right arm and all jump toward the center. Arms now drop and they change arms and feet, sliding three steps further toward the center, and reach up with the left arms as all jump together in center.

All join hands once more in three rings and go around until the three rings unite to form one large ring again (music very soft). Then, as if weary, they suddenly become aware that they must leave their playground. The leader breaks the circle and holds up a warning hand. All listen. Stealthily step—step on tip toe and breathlessly, silently, they withdraw. They are now back in line, the music becomes a regular march and they return to their places in the room.

When this exercise is done in the school room, the desks, if moveable, may be pushed aside and the middle of the floor be used. The effect is better if the students wear gymnasium or tennis shoes, the steps produce the whispering sound of the forest. It is also a good exercise for out of doors on smooth ground.

Another class of exercises suggest certain domestic duties. A semi-circle is formed and those taking part are paired off and numbered by twos. Those numbered two step forward one long step as a chord is struck. At the next signal the twos face about, next signal the twos move one step to the side so that they are now facing their respective partners among the ones. Every one now takes the position with bent elbows and closed fists as of woman scrubbing at a tub, and all together say the words to which they suit the action:

<i>Rub</i> (Arms down)	<i>and</i> (Arms bent)	<i>Rub</i> (Down)	<i>and</i> (Bent)
<i>Rub</i> (Down)	<i>and</i> (Bent)	<i>Rub</i> (Down)	

On the last word they take the position of hips firm (hands on hips), and hopping from one foot to the other, each one turns all the way around until facing partners again. Arms drop and the participants make as if slapping suds from one hand with the other, saying together:

<i>See</i> (Clap)	<i>The Suds</i> (Clap)	<i>So Soft</i> (Clap)	<i>and White</i> (Clap)
	<i>Soft and</i> (Clap)	<i>White</i> (Clap)	

Now they join hands across and slide four sideways steps, advancing toward the head of the room as they say together:

<i>Rub bing</i> (1 2)	<i>all the</i> (1 2)	<i>Way We</i> (1 2)	<i>Go</i> (1)
--------------------------	-------------------------	------------------------	------------------

Quickly they drop hands and take position with hips firm. All the ones bend the body to left; all the twos bend to right alternately, saying in time:

*La La La*

The body is now erect; the couples stand facing with hips firm, raising and lowering their heels in time to these words:

<i>Till</i> (Heels lift)	<i>At</i> (Sink)	<i>Last</i> (Lift)	<i>Our</i> (Sink)	<i>Work</i> (Lift)
	<i>Is</i> (Sink)	<i>O'er</i> (Lift)		

Now each number two slips her right arm through the bent arm of her partner, and the couple hops clear around on six counts, changing from one foot to the other and repeating:

<i>Work</i>	<i>Is</i>	<i>O'er</i>	<i>La</i>	<i>La</i>	<i>La</i>
-------------	-----------	-------------	-----------	-----------	-----------



The arms drop and the students are again in the first position. Without losing time, the arms are bent and the whole thing is repeated until the participants have progressed completely around the room.

The rhythm is slow when the words suggest work, and more rapid when the words suggest a more frolicsome mood. When the exercise has been repeated as many times as desired, each number two at a signal turn about; the next signal brings her beside number one, but facing in the opposite direction; at the third signal the twos face about, and at the fourth all turn toward the end of the room. A march is played and the students return to their places.

If there is no piano in the room, the signals may be given by a gong.

After the rhythmic exercise or game just described, and several others similar to it, had been taught, certain members of the physical culture class of the Normal School were appointed to teach some exercises of this type. A number of very pleasing lessons were brought in, one of which I give as an example of what can be developed by a suggestion. Miss Bunsfield (Class of 1912), took the class. The students marched out numbered and stood in relative positions as in the first lesson. She then had the class repeat this little rhyme—

*Apples are ripe, apples are ripe,  
For autumn now is here.  
Our baskets are heavy but merry are we  
For these are the trophies of our apple tree.  
We'll gather them all from far and from near,  
For autumn's the season that brings us good cheer,  
For autumn's the season that brings us good cheer.*

On the words "apples are ripe," the couples jump as though reaching for apples on the tree—number one with left hand raised, number two with right hand. Two jumps were made, the student reaching with alternate arms. Couples then joined hands and, sliding feet to side three steps, repeated these words in rhythm:

<i>For Au-</i>	<i>tumn Now</i>	<i>Is Here</i>
(1)	(2)	(3)

Couples then dropped hands and turned backs to each other, supporting imaginary baskets on their shoulders, and with same movement of the feet, advanced four steps, saying:

<i>Our Baskets</i>	<i>Are Heavy</i>	<i>But Merry</i>	<i>Are We</i>
(1)	(2)	(3)	(4)

Couples now dropped hands and facing each other swayed arms backward and forward, saying in rhythm:

*For these are the trophies of our apple tree.*

Arms were dropped and the students indicated by extending left and right arm alternately from whence the apples came as they said these words:

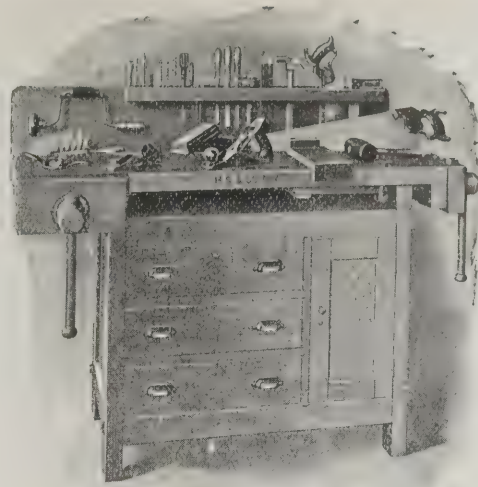
*We'll gather them all from far and from near.*

Now hands are joined across, while the pupils advanced four steps, saying:

*For autumn's the season that brings us good cheer.*

Advancing four more steps, the last line was repeated. Starting position was again taken and the whole exercise repeated.

Another member of the class, Miss Bowling, arranged an exercise of the same type, except that she had her class sing the words as the movements were made, the participants were looking for daisies as they went hand in hand. Later they were wearing daisy chains. The air was *Home Sweet Home*. Others of some merit were composed.



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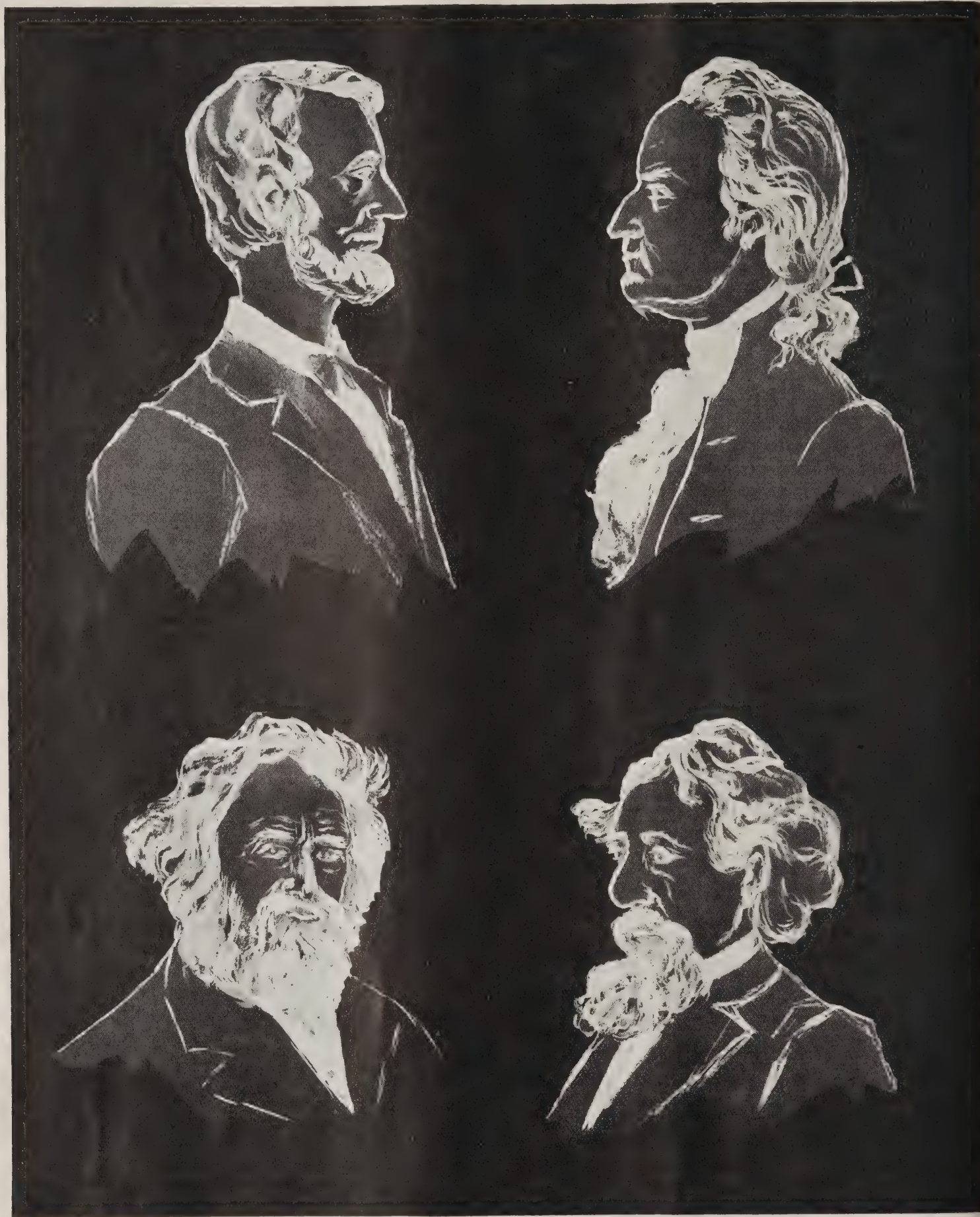
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FEBRUARY, 1912

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Throughout the country there is commotion in educa-  
tional circles because of the injection of politics into the  
school systems. It is so now; it has al-  
**POLITICS AND** ways been so, and the question arises  
**EDUCATION.** whether it must forever continue. When  
politics, even of the most polite and well-

behaved variety, takes an active part in school affairs, the  
educational institutions of the county will suffer. In  
Maryland, for example, there is considerable uneasiness  
because of the persistent rumors that contemplated changes  
in at least some of the counties must result in the displace-  
ment of certain superintendents. At the same time, in  
Baltimore City, through the readjustment of the method  
of supervision, a number of group principals who have  
won their way to responsible positions are threatened with  
reduction in authority and responsibility. As far as the  
individual is concerned, these incidents need not concern  
the nation at large. There are fortunes and misfortunes  
of peace, just as there are fortunes and misfortunes of  
war, and the humblest toiler in the most modest calling  
in the world is apt some day to find that his services are  
no longer required, despite the fact that he is both willing  
and faithful. But there is another aspect to this affair  
of the schools which does concern the people at large in  
so far as they may be interested in the educational welfare  
of the country. Whenever a school official of demon-  
strated efficiency is dismissed without good cause or is  
reduced because of no fault of his own, the whole body  
of supervisors and teachers is affected. The conscientious  
schoolman cannot help but have his enthusiasm in the  
public's service lessened when the public permits these  
things to come to pass without protest; and at the same

time the unscrupulous educator has suggested to him, per-  
haps subconsciously, the idea that it may, after all, pay  
better to play for place than to work for place.

\* \* \*

In the counties of Maryland there are some school com-  
missioners, and also a number of superintendents, who  
have made signal success in the discharge  
**RECOGNIZING** of the tasks imposed upon them. They  
**GOOD WORK.** have built up systems that are a credit  
to the communities in which they reside,  
and also to the State. It would be reckless to assert that  
there are not, possibly, other men in these very communi-  
ties who could make equally conscientious commissioners  
and fully as efficient superintendents. But there is no cer-  
tainty that there are such men, and there is every proba-  
bility that the successors who may be selected because  
of strictly partisan reasons will not equal their prede-  
cessors. The question then takes on this aspect: Whether  
politics should compel the counties to assume the hazard  
of getting inferior men in their school systems, and also  
whether politics should be permitted to cause distrust  
among schoolmen generally. After all, the greatest in-  
jury is the creation of distrust among the superintendents  
and other school officials. If a man whose interests lean  
toward educational supervision finds that the efforts of  
other men in public schools are shown no lasting apprecia-  
tion, and that official after official is dismissed from serv-  
ice without cause other than "politics," he will not be dis-  
posed to turn to the public schools if there is a single  
alternative open to him. Moreover, when a man is per-  
suaded to accept a position as a school official after he  
has been impressed with the fact that real worth and past  
performances will count for little when the question of  
his retention or reappointment comes up, he is bound to  
look at his office in a way not altogether professional. In  
short, if a school position is given a man in return for his  
part in political activities, or even because of his politi-  
cal faith, there is very apt to be brought home to him a  
feeling that the office is in at least a small degree a sine-  
cure. There is, of course, a reverse side to this subject.  
It is equally harmful to retain a man in a position for  
which he is inefficient or in which he refuses to put forth  
his best efforts when such retention is grounded entirely  
on the fact that he is of a political faith agreeable to those  
in authority. Politics is forbidden in this country of ours  
to interfere with religion. The religion of the people is  
regarded as sacred, and the political trickster who disre-  
gards that sacredness usually finds that his action has  
served him simply as a boomerang. The same should be  
true of education, and until this condition is brought about  
the people will not get the greatest possible good from the  
money they invest in educational systems.

\* \* \*

Some day, when those entrusted with the funds of Sage,  
Carnegie and Rockefeller are hard pressed for research  
schemes which can be assigned to poor but  
**VALUE OF** willing investigators, it might prove inter-  
**A DEGREE.** esting to undertake a scientific determina-  
tion of the value educationally of a college  
degree. The valuation put upon degrees by different peo-



ple varies greatly. Many teachers who are denied the right to place so little as the bachelorhood initials after their names seem to think this lack is the one obstacle to their success in the teaching profession. To them a degree is an essential stepping-stone; the means to an end. On the other hand, many persons who have done the doctoral work in one of our more exacting universities look upon the "Ph.D." as nothing more nor less than an evidence that they are capable of doing research work in a thorough and scientific manner. Again, the country is well populated with individuals who overbalance their names with great strings of degrees; and to these the LL.D.'s, the D.C.L.'s and the D.D.'s are apparently mere sops to vanity. Recently, however, there came from the South a story which discloses the degree in a somewhat new light. Since the source from which the story has been taken is a daily newspaper, no mention at this time will be made of the institution involved. It may be said, however, in passing that it is an industrial school for negroes. Now for the story as given in the newspaper: Mr. W. E. D. Stokes—the New York hotel man who some time ago figured in a somewhat sensational encounter with two chorus girls—owns a famous stock farm in Kentucky. The manager of the farm was influential in obtaining for the institution in question the donation of a valuable race horse, the property of Mr. Stokes. Quoting: "The horse was taken to ——— by Ed. Willis, Stokes' negro manager of Patchen Wilkes farm, and while at Tuskegee an honorary degree was conferred on him by ——— because Willis had secured the gift of the stallion from Stokes." This particular stallion is to be the nucleus of a somewhat extension stable planned as a feature to the educational institution in question. Undoubtedly more horses can be used at the college, so that it is possible that more degrees will be conferred. Therefore, the man, or woman, who feels that the lack of a degree is all that stands between him and ultimate success may start about to make a like contribution to the cause of education, and by securing the donation of an additional horse to the negro college win the glory of a college degree.

\* \* \*

Braddock Heights has been selected as the meeting place of the 1912 convention of the Maryland State Teachers' Association. It was at this mountain resort of Frederick county that the 1911 convention was held, and the beautiful surroundings, the delightful atmosphere, the widespread hospitality of the people of Frederick, were all large contributors to the great success of last summer's meeting. The temptation to return to Braddock Heights must have been very strong, but it appears that it should have been overcome. The Maryland State Teachers' Association is a State-wide organization. The teachers of the most westerly counties, the people of the northeastern section, the residents of the Eastern Shore and the Southern Maryland teachers are fully as much in need of the beneficial influence of the association as the people of the middle district of the State. The real opportunities of this organization lie in its ability to help the teaching forces by a combination of their common interests and to develop the individual members through personal intercourse at meetings. But if the association confines its

convention activities to one section, the teaching forces of the other sections are placed at somewhat of a disadvantage. Of course, the teacher who is interested in the association and who has once been initiated into the benefits gained from this mingling of teachers in annual convention will go to every meeting she can possibly attend, no matter if she lives in Garrett or Worcester. But there are other teachers who do not know the value of these benefits, and it is these teachers who really need the association. A most cordial invitation is extended them to join, but human nature is such that very often it is necessary to go out and compel the people to come into a feast for which they are actually though not knowingly hungering. The greatest means of building the Maryland State Teachers' Association to its largest possible strength, then, is to go after the people of all sections. Once every two or three years it should hold its convention in each section, so that, even should some teachers arbitrarily refuse to attend the meeting in their section, part of the overflow spirit of the gathering may be filtered out to them, and they be compelled eventually to acknowledge that the association is capable of helping them professionally.

\* \* \*

Community vanity is not greatly different from the vanity of individuals, and there is really no reason why it should be, since the attitude of a city or town, State or county toward any problem of life simply presents a composite view of the attitude of its own citizens toward the same problems. When account is taken of this similarity of community vanity to the vanity of individuals, it is not at all surprising that every center, whether large or small, which is having its school contentions today is vain enough to believe its situation unlike that of any and all other communities. Washington, Baltimore, New York, Cleveland, and a host of smaller cities, each has been ready to suppose that it was exceptional in its controversy over the public schools. But whenever a spectator is able to get a bird's-eye view of educational conditions throughout the country, he is immediately impressed with the exceeding monotony of school conflicts. One of the latest school battles to be staged is now on in Wisconsin. One side is for placing the schools in the hands of the masses, and the other faction is for placing them in control of educational experts. The affair is mainly interesting in its national aspect because of the complaint, made by those who would have the schools dominated by the so-called common people, that today too much importance is attached to the school expert. The complaint is a very much distorted truth. To be sure, there is decidedly too much consideration accorded the *pseudo*-expert on education. Too much faith is pinned to the views and wishes of the man or woman who, after taking a four weeks' course somewhere, comes into the educational field as an acknowledged authority on seven different phases of school supervision. As for the *true* expert, however, he is only just beginning his work. The trained specialist on school problems, as contrasted with the schoolman who has merely been seasoned in service and who never studied a single question of public education scientifically, has much and difficult work awaiting him. It is to him that the country looks for a determination of the methods by which the public schools shall accomplish their purpose with the greatest economy of time, the greatest certainty of lasting results and the smallest possible waste of the people's money.

#### RETURN TO BRADDOCK.



# EDUCATIONAL NEWS NOTES

## PARAGRAPHS CONCERNING THE ACTIVITIES OF INDIVIDUALS AND INSTITUTIONS IN THE HOME AND FOREIGN FIELD

*Teachers' Reading Circle.*—The Maryland State Teachers' Reading Circle has now ready for distribution a circular setting forth the certificate requirements for the course of 1911-12. Copies of this circular may be had upon application to Miss M. W. Tarr of the Maryland State Normal School, Baltimore. The books selected for the present year under the several departments are as follows: PEDAGOGY—Either "Reading in the Public Schools," by Briggs & Coffman, published by the Rowe, Peterson Co., Chicago, or "Fundamentals of Child Study," by Kirkpatrick, published by Macmillan Co., New York. HISTORY—"Daniel Boone and the Wilderness Road," by Bruce. Published by Macmillan Co., New York. Coman's "Industrial History," which was on the list for last year, will also be retained for this course in order that teachers who wished to read it and did not take the historical course last year may do so. Published by Macmillan Co. SCIENCE—"Teaching of Geography," by W. T. Sutherland. Published by Scott, Foresman & Co., New York. ENGLISH—"Talks on Writing English," Second Series, by Arlo Bates. Published by Houghton, Mifflin Co., New York.

*Dr. Wallin's Paper Quoted.*—A portion of Dr. J. E. W. Wallin's critical study of the report made by the commission appointed to study the system of public schools in force in Baltimore has been reprinted in the November, December and January numbers of *The Teacher*, a "Champion of Educational Freedom and Honesty," published in New York City.

*Civics at Bryn Mawr.*—Through the acceptance by the trustees of a bequest of \$750,000 Bryn Mawr College will be able to erect more dormitories and will add several study courses. One addition is to be a department of civics, which it is understood will aim to fit women for suffrage. Dr. M. Carey Thomas, dean of the college, is one of the foremost suffragists of the country, and her friends say that she has long sought some means for advancing these equality ideas in a calm and sane manner.

Dr. Thomas refuses to discuss the chair of civics, but other trustees have said that it is to be established. The bequest was left by Emma Carola Woerishoffer of New York, who was killed in an automobile accident near Troy, N. Y., last summer. It is to be used as an endowment in connection with \$200,000 raised by the college last year through an appeal for funds.

*New Map of Maryland.*—The Dulany-Vernay Company, 339-341 North Charles street, Baltimore, has recently issued a new map of the State. This map has been compiled from the latest United States and Maryland geological surveys. It shows the counties in four colors, and is especially attractive because of the manner in which the mountain ranges of Western Maryland are presented. The map is 32 inches by 54 inches and is mounted on heavy muslin. The map is attached to a spring roller with a steel case. This aids to its usefulness for classroom purposes. The map will be found particularly helpful in the teaching of home geography and Maryland history.

*The New Prang Company.*—It was in 1856 that Louis Prang opened at 17 Doane street, Boston, his first office as a lithographer and art publisher. For more than half a century he constantly maintained the highest ideals and had a profound influence on color lithography, on commercial art and on art education. It is doubtful

whether any other American publisher was ever so beloved by those associated with him in his life work. Mr. Prang had faith—faith in his own ideals and in human nature. It is on such a foundation that the first half century of The Prang Company was built. Mr. Prang's advancing years and his death in 1909, at the age of 87, took out of The Prang Company his continued insistence that "quality" was the first consideration, that the chief function of a publisher was to serve, and that art was for the people and not for money rich. On March 8, 1911, the controlling interest in The Prang Company passed by purchase into the hands of Edwin O. Grover, who, through 15 years of association with Ginn & Company, Rand, McNally & Company, and Atkinson, Mentzer & Grover, had been calling attention to the importance of making school books and all school materials more artistic in design as well as in execution. After this long service to improve the quality of general school books, Mr. Grover found the unusual opportunity of working out his publishing ideals in association with those so long maintained by Louis Prang. Believing in young men, Mr. Grover has associated with him in the management of The Prang Company Mr. George L. Cade, as treasurer, and Mr. Frederick O. Perkins, as vice-president. Mr. Cade came from a notably successful experience as treasurer and general manager of a New York house doing an annual business of a million and a half dollars. Of sound business judgment, he possesses to a remarkable degree a sympathetic under-

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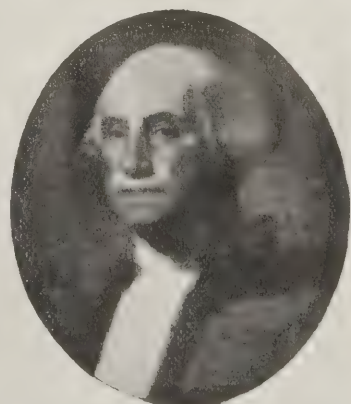
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standing of the needs and opportunities in art publishing. Mr. Perkins was trained in the famous house of Longmans, Green & Company, and was for seven years manager of their Chicago office. For two years he was vice-president of Atkinson, Mentzer & Grover, where his awakening interest in art publishing became his chief ambition.

*Death of Mr. Whorton.*—Zodok P. Whorton, a member of the State Board of Education and a merchant of Stockton, died on the morning of January 10. Mr. Whorton had been in poor health for a number of years. He was 64 years old and was identified with financial and industrial enterprises throughout the country.

*School for Janitors.*—Boston conducts an evening school for janitors. The course is made up of lectures by different experts, each giving a certain number of evenings to his particular subject. The subjects considered are such as fuels, firing, ventilation, steam engineering, electricity, etc., each considered in connection with the work of a janitor. The course was first given last year and its success has warranted its continuance.

*A Class in "Resting."*—How to rest is the newest thing to be taught in the modern university. "Classes in rest" have just been added to the gymnastic curriculum of the University of Wisconsin, according to reports received by the United States Bureau of Education. In reporting to the bureau, George W. Ehler, director of physical education at the Wisconsin institution, says: "We do not go on the theory that the gymnasium is good for everyone, and therefore everyone must take gymnastics. The purpose of these classes in rest is to teach girls who are restless and 'fidgety' and who grow weary from the performance of tasks that ought not to produce fatigue how to acquire control over their own nervous systems."

*Athletics for Children.*—"Athletics as They Affect Both Boys and Girls" was the topic of a lecture given on February 1st under the auspices of the Children's Playground Association by William A. Stecher of Philadelphia. The lecture was the second of a series by trained play experts arranged by the association, and was primarily of interest to those who are studying recreation from a scientific

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standpoint. Mr. Stecher is director of physical education in the public schools of Philadelphia, and has charge of the municipal playgrounds and recreation centers of that city. The February 1st lecture was to have been given by Miss Jean Hamilton, but, through a change of plans, she will not be heard until February 29. The lectures are held in the Medical and Chirurgical Faculty Building, on Cathedral street.

*Domestic Science Teacher.*—The United States Civil Service Commission announces an examination on March 6-7, 1912, to secure eligibles from which to make certification to fill a vacancy in the position of cooking teacher, \$660 per annum, Haskell Institute, Indian Service, Kansas, and vacancies requiring similar qualifications as they may occur, unless it is found to be in the interest of the service to fill the vacancy by reinstatement, transfer, or promotion. Applicants must indicate in their applications that they have received training in a cooking school and that they are familiar with the chemistry of foods and food materials. In addition to the required qualifications in cookery and household management, applicants must indicate in their applications that they have the general qualifications of the ordinary teacher. Applicants should at once apply either to the United States Civil Service Commission, Washington, D. C., or to the secretary of the board of examiners at any place mentioned in the list printed hereon, for application and examination Form 1312. No application will be accepted unless properly executed, including the medical certificate, and filed with the Commission at Washington. In applying for this examination the exact title as given at the head of this announcement should be used in the application.

*School Readers.*—The following letter recently appeared in a Frederick, (Md.), newspaper: To the Editor of The Post: The County Teachers' Association now being in session, it seems an appropriate time to ask for information, which we have no doubt will be willingly given. The New Education Readers introduced during the present school year into the public schools of Frederick have come directly under our observation, and after a close study of the primer we feel sufficiently interested and concerned to ask the following questions: 1. Is the subject matter in a primer



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worth while unless it contains interesting lessons of permanent value, and stimulates the imagination? 2. Can not the pictures be artistic and illustrate the thought at the same time? 3. Must colloquial English be eliminated in order to develop the phonic method? 4. Why can not classic stories be used, and fables and kindergarten songs? Will the poetry of Mother Goose interfere with the systematic development of sounds? These questions and many more present themselves, but we forbear; and we wish only to add that having been a teacher of phonetics and of elementary English, we bring to the subject a serious and intelligent interest. In conclusion we submit the names of a few readers, good alike in subject matter and presentation: The Horace Mann Readers, The Aldine Readers, The Character Building Readers, The Brook's Readers, The Van Sickle-Seegmiller Readers. E. P. B.

*Mr. Kendall's Nomination.*—Gov. Wilson recently sent to the New Jersey Legislature the nomination of Calvin N. Kendall, formerly Superintendent of Schools of Indianapolis, to be Commissioner of Education of New Jersey for a full term. Mr. Kendall had been serving ad interim, having been appointed last June by the Governor under the act of last winter creating the position at a salary of \$10,000 a year. The Governor also nominated for full terms the members of the present State Board of Education, who have been serving, like Mr. Kendall, under temporary appointments.

*Mr. King to Leave Gilman School.* Mr. Edwin B. King, headmaster of the Gilman Country School for Boys, Baltimore, recently announced his resignation, to take effect at the close of this session. He has held the position since May 10, 1909. Mr. King refuses to give any reason for his action, stating that his plans for the future are not yet formed. The Gilman Country School for Boys, up to a year ago known as the Country School for Boys, has won the reputation of being one of the country's best preparatory schools. This prestige has been increased by the new buildings, costing a quarter million dollars. Since the school was founded 15 years ago there have been five headmasters: Dr. Howard Kerns; Mr. Frederick Winslow, who is now headmaster of the Middlesex School for Boys; Mr. Roland Wolford, now headmaster of the Ridgefield School; Mr. Samuel Kinney, dead, and Mr. King.

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# Books and Magazines

**The Learning Process.** By Stephen Sheldon Colvin. 336 pp. \$1.25 net. The Macmillan Company, New York.

The book aims "to analyze the fundamental conceptions and facts relative to the learning process, and to show their significance by discussion and illustration as it appears in theory and practice in instruction in the elementary and the secondary schools." The earlier chapters treat of the biological nature of the organism, showing that the process of adjustment is basic for all education, whether it be the education of animals or the education of the child. The application of this principle is then made to the learning of the mature student and to the daily affairs of the later life of the adult.

The 22 chapter headings outline the thread of thought—Fundamental Elements in the Learning Process; Practical Applications of the General Principle of Learning; Reflex Action, Instinct, Habit; The Educability of Instincts and Habits; Sensation and Perception; Nature of Perception in the Child; General Characteristics of Imagination; The Pedagogical Significance of Imagination; Memory; Association; Economy in Memory and Association; The Applied Psychology of Memory and Association; The Association Method in Applied Psychology; The Problem of the Transfer of Training—Experimental Evidence Concerning the Problem; Theoretical Aspects of the Problem; Practical Conclusions in Regard to the Transfer of Training; Attention and Interest; Attention in Relation to Learning; Pedagogical Applications of the Doctrine of Attention; The Higher Thought Processes—Logical Thinking; The Thought Process in Judgment and Reasoning; The Educational Problems of Rational Thinking.

The treatment is thorough, scholarly, scientific, and withal sane and simple. Probably one of the chief values of the book is that the author in as many cases as possible bases his conclusion on experimentation and observation. The work is full of accounts, given very simply, of the greatest experiments in child-study and psychology that have been made in the biological and psychological laboratories of this country and Europe. Even the untrained teacher will find the chapters on the Nature of Perception in the Child, Imagination, Memory and Association illuminating and necessary for her work.

The italicized sentences throughout the text form choice bits for thought as one glances through the pages. Here are a few selected at random: *Habit is the result of the learning process, while instinct and reflex activity are elements which lie at the basis of learning.*—*The two worlds, the imagined and the real, are not finally two worlds. Theoretically, there is nothing once learned that may not, under certain conditions, be revived in memory.*—*Writing, therefore, should never be used with younger children as an aid in memorization.*—*The irritable teacher is a positive menace to the mental sanity of the pupils under his charge.*—

*The person who reasons well is the one who is able to choose the proper aspect of the situation to which he is giving his attention, and who is further able to hold his attention to the point at issue.*

Dr. Colvin has made a valuable contribution to education through this work. No teacher should be without it, for, as a study-guide and key to the teaching experiment he is conducting in his classroom, it will prove an invaluable help. L. L. T.

**Progress Through the Grades of City Schools.** A Study of Acceleration and Arrest. By Charles Henry Keyes. Pp. 79. Teachers College Contributions to Education No. 42. New York City.

Dr. Keyes has made a large contribution to one of the subjects "every teacher ought to know." The controversies over methods of determining retardation have brought out the issues with considerable clearness, and the literature of the subject has become extensive, as is shown in the well-selected and annotated titles in the bibliography in this monograph. One of our needs has been a study which takes into account a fairly normal, representative situation and shows what is actually occurring there and what seem to be the next steps. In the mass studies the check that comes from knowledge of concrete details is necessarily lost to a considerable extent.

This work studies a community having about 5000 pupils annually. The schools evidently try to meet the requirements more adequately than is done in the greater part of the public systems. The writer shows intimate acquaintance with the conditions of the community, and the records available for a number of years back are worth studying. The result is a constructive treatment in which the pathological aspects take a less conspicuous place than is usually the case. The reader will find this book one of the best helps we have on grading, promotion, accelerates, honor pupils, normals, arrest, hygiene, adaptation of the curriculum to individual and group needs, etc. The facts and the conclusions, the text and the tabulations, are so well organized that the whole work makes good reading.

FRANK A. MANNY.

**The Status of the Teacher.** By Arthur C. Perry, Jr. Pp. 78 + xii. Price 35 cts. Houghton-Mifflin Company, New York.

A number in the series of Riverside Educational Monographs in three divisions dealing with (1) the authority, (2) the responsibility and (3) the profession of the teacher. The editor's introduction shows the emphasis, one after the other, of the "four major elements which directly condition classroom activity—(1) the teacher's personality, (2) the course of study, (3) the child, (4) social ends. There is an appendix showing the "provisions of the several State Constitutions under which public schools are established and maintained."

There is here a considerable amount of information which escapes the average teacher, and which will aid him to bring about better professional conditions.

There is an interesting reference of the

well-known statement, "religion, morality and knowledge being necessary to good government," etc., as coming into the Michigan Constitution of 1908 from that of North Carolina (1876), when it has been made prominent in the former section since its inclusion in the Northwest ordinance of July 13, 1787.

**The Teacher and the School.** By Chauncey P. Colgrove. Pp. xxi + 406. Charles Scribners' Sons, New York.

"Every other educational problem can be reduced to the question of the fitness of the teacher." This is Dr. Colgrove's central thought, and around it he has organized the results of many years' experience in the Iowa State Teachers' College. Part I deals with "The Making of a Teacher"; Part II with "The Teacher as Organizer"; Part III with "The Teacher as Instructor"; Part IV with "The Teacher as Trainer," and Part V with "The Teacher as Ruler and Manager."

The outcome of many books on educational problems is here restated in direct, simple terms of more value probably to the less experienced teacher.

**We and Our Children.** By Woods Hutchinson. Pp. 371 + x. Doubleday, Page & Co., New York.

Dr. Hutchinson's various articles and books have been on the whole one of the best communications of the effort to reach the public with reference to its health needs. The present work begins with a chapter on "Before the Little One Comes," and discourses in an entertaining manner on the nursery, the kindergarten, the senses, food, sweets, parenthood, overworked children on the farm and in the school, together with many other subjects. He does not believe in too early schooling, and does believe in a heavier meat diet than that recommended by many physicians. He urges sex instruction. The book will be suggestive even when the reader's experience leads him to disagree with the statements made. The various chapters show more evidence of hasty writing than was evident in earlier works.

**Report of the Committee on Backward Children Investigation.** By Oliver P. Cornman, chairman. Pp. 54, and appendices on blanks and tests. Philadelphia Public Schools, Philadelphia.

This helpful report is of an investigation to determine "by individual examination of cases the number of sub-normal children in the schools and the degree of backwardness of each pupil reported." The methods of examination are described, and for 72 cases of feeble-mindedness the main facts upon which the diagnosis was made are stated, classified under family, personal and school history, medical examination, neuro-muscular and mental development. There are valuable suggestions as to testing and handling the backward and feeble-minded children found in great numbers in city schools, and the teachers of other cities will find this Philadelphia report informative for their own problems with defectives.



**Historical Research.** An Outline of Theory and Practice. By John Martin Vincent. 350 pp. \$1.50. Henry Holt & Co., New York.

This volume, by Prof. Vincent of the Johns Hopkins University, is a valuable addition to the literature of historical investigation. The most important studies on the subject have been made by French and German scholars. The two principal works, Bernheim's *Lehrbuch der Historischen Methode* and Wolf's *Einführung in das Studium der Neueren Geschichte*, have not been translated into English. Langlois' and Seignobos' Introduction to the Study of History has been translated and widely used a text. The principles embodied in these larger manuals have been partly made available to students who read only English by such excellent brief works as those of Prof. F. M. Fling, Prof. F. H. Foster and H. B. George (British, *Historical Evidence*).

Prof. Vincent thus offers us the first systematic and fairly comprehensive work in English. While not a work of special brilliance or great power, it is one of sterling merits. The author has been careful, painstaking, thorough, and the results are a solid, reliable, well-written work, as free as possible from technical and difficult forms. It will undoubtedly be widely used as text in colleges and universities, and the high school teacher or mature private student of historical investigation may also use it with pleasure and profit. G.

The second volume of **A Cyclopaedia of Education**, edited by Paul Monroe, includes titles from "Church Attendance of Scholars" to "Fusion." Glancing over the list of contributors to this volume we find that, though the large body of workers has necessarily been chosen by the department editors from the American field, there are representatives from the various colleges and institutions of other countries. Foster Watson, Professor of Education in University College, Aberystwyth, Wales (English Educational History and Biography); Michael E. Sadler, Professor of Education, University of Manchester (English Educational Biographies); Jean Phillipe, Sorbonne, Paris (French Educational Topics); J. E. G. de Montmorency, Literary Editor of the Contemporary Review, London (English Educational History); Donald MacMillan, Glasgow, Scotland; Arthur F. Leach, Charity Commissioner for England and Wales, London; James L. Hughes, Toronto, Canada (Dickens As an Educator); Isaac T. Headland, Professor in the Imperial University, Pekin (Confucius); J. J. Findlay, Professor of Education, University of Manchester (Experimental Schools, etc.); Alexander Darroch, University of Edinburgh (Scotch Universities, Biographies); Gabriel Compayré, Institute of France (Education in France); Percival R. Cole, Vice-Principal of the Training School, Sydney, Australia (Froebel); Leo Burgerstein, Vienna, Austria (Hygiene of Coeducation); complete the list of contributors from other countries. The departments of education in the colleges and training schools of the United States are well represented, and almost all the articles are signed with the initials of the contributors. The initials very readily identify the author of an article when the alphabetically-arranged list of contributors is consulted.

In an editorial published in the May, 1911, issue of THE ATLANTIC, the necessity for such an encyclopedia of education was fully set forth, and a comprehensive review of the first volume was given. The welcome with which the first volume met should be extended to the second. "The work will have

an immense influence in unifying our ideas and standards of education."

Some minor points for criticism are suggested as one reads the pages more closely. The illustrations are poor in several places, for example, pages 247, 347, and are often inadequate. The biographies are in the main satisfactory; they are too brief in a few cases, in others they extend to great length. There seems to have been no system to determine relative values on this particular point; for instance, six columns are devoted to Daniel Defoe, two to Emerson, twelve to Comenius, four to Darwin, nine to Froebel, one to Fenelon, one to Fechner, one-half to Einhard, three to William Ellis, five to Thomas Arnold. Some inconsistencies must be looked for in a pioneer work, and, after all, there are comparatively few in the two volumes.

It would scarcely seem that the work can be finished in three or even four more volumes, as was the original intention. Only six letters of the alphabet have been covered in the two volumes, and many long contributions must be listed under the remaining letters.

The cross references to articles that are to appear in the unpublished volumes make the use of the books at this stage only what the

appetite. The educational world needs the other volumes, and wishes for their speedy publication. (Price \$5 net. Macmillan Company.) L. L. T.

Prof. Paul Monroe of Teachers' College, Columbia University has prepared a valuable **Syllabus of a Course of Study in the History and Principles of Education**. It is particularly designed to accompany the author's manuals, *The Textbook in the History of Education* and *Brief Course in the History of Education*. It contains brief topical outlines and a series of references to the best material accessible in the ordinary good library. It is needless to say that Prof. Monroe, who is one of the foremost authorities on the history of education, has done his work well and provided a useful pamphlet for students of this subject. (Paper. 87 pp. 25 cents net. Macmillan.)

**Standard Form for Reporting the Financial Statistics of Public Schools.** By L. G. Powers, Chief Statistician, United States Bureau of the Census, and W. S. Small, Principal, Eastern High School, Washington, D. C. Government Printing Office, Washington.

The purpose of this monograph is to present to the fiscal officers of the public schools a practicable, uniform method of accounting. The adoption of such a uniform system of accounting and reporting will greatly facilitate the collection of the financial statistics of schools and materially reduce the cost of same. It will also make possible a comparison of the efficiency and economy of school systems, and will furnish a basis for a more intelligent study of school administration than has been possible heretofore. Copies of this book may be had without cost upon application to the Census Bureau at Washington.

Prof. S. S. Seward of Leland Stanford, in **Note-Taking**, has prepared a little booklet that is well worth while. One of the problems in teaching children how to study is this question of how to make notes on what they read and hear, a problem which becomes more acute as they advance to the high school and the college. Prof. Seward handles the subject in a simple, direct and practical manner that bears testimony to his own successful practice. He discusses first the aim of note-taking, distinguishing the false ideal from the true; then in three succeeding sections deals with "How to Condense Notes," "How to Organize Notes" and "Special Problems in Note-Taking." (85 pp. 50 cents. Allyn & Bacon, New York.)

**Stories and Story-telling.** By Angela M. Keyes. Pp. 286 + viii. D. Appleton & Co., New York.

The author's experience as head of the department of English in the Brooklyn Training School for Teachers has enabled her to test out these stories. A dozen of them are by Miss Keyes; the others come from many sources, and are well selected. An excellent feature is a section of short stories "intended to help young children to express their observations, experiences and fancies." In the introduction of seventy-add pages the writer does not neglect "the child's part in story-telling."

**Commission Government in American Cities.** By Ernest S. Bradford. 359 pp. \$1.25 net. The Macmillan Company, New York.

**City Government by Commission.** Edited by Clinton R. Woodruff. 381 pp. \$1.50 net. D. Appleton & Co., New York.

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lications less substantial on the same subject during recent months afford evidence of the extent and strength of the public interest in this important subject. The plan of governing a city by a small board or "commission" elected at large and given full legislative and executive power had its inception in Galveston, Tex., just after the frightful wreck of that city by hurricane and flood in 1900. First tried to meet the terrible conditions confronting a city immediately after a great disaster, it worked so successfully that in a decade the plan, with various modifications, had been adopted for more than 150 American cities in two-thirds of the States. Whether this remarkable movement is a temporary fad destined to decline in time with a reversion to the Mayor-Council type of tradition and common practice, or whether it represents a great and permanent improvement, has been hotly debated. Both the volumes before us should give material aid to the earnest inquirer in solving this question.

Dr. Bradford, who made his study for the department of political science of the University of Pennsylvania, has made a careful and thorough study of the documents on which such an exposition must be based, and in addition has personally visited a number of commission cities and observed the workings of their governments in actual practice. In Part I he gives an account of the rise and spread of the commission form; in Part II an extended comparative study of the essential features and variety of forms. While written in a scholarly and impartial temper, the book is not a mere compendium on statutes and statistics. Dr. Bradford goes into the reasons for the rise of commission government, the degree of success with which it has met in actual practice, the analysis of the fundamental idea into its elements and the explanation of the various results that have followed its adoption. The volume is supplied with a number of very convenient tables and several diagrams and maps, and is indexed. For the present, at least, it is the most comprehensive and thorough treatment of the subject.

Mr. Woodruff's volume is the first of a series projected by the National Municipal League, of which the author is secretary. The league has not committed itself either for or against commission government, and the book is free of any partisan bias. The plan is to present a number of the best papers, both favorable and unfavorable to the plan, that have been read before the society during recent years, with supplementary chapters by the secretary to set forth the history of the movement, the fundamental principles involved and the results in practice. There are tables, diagrams, the Des Moines charter, a bibliography and a good index. This book is a really valuable contribution to the subject, and is an excellent supplement to Dr. Bradford's volume.

J. M. G.

**Short Ballot Principles.** By Richard S. Childs. 169 pp. \$1 net. Houghton-Mifflin Company, Boston.

One feature of the commission plan of city government that has won it much favor is that it includes the "short ballot" idea, in that the small commission of three or five members is elected by the city at large and fills the other offices by appointment. The Short Ballot Organization, of which Mr. Childs is secretary and Governor Woodrow Wilson president, stands for two principles: (1) that only those offices should be elective which are important enough to attract public examination; (2) that very few offices should be filled by election at one time, so that the voters may give adequate and unconfused study to the candidates. Mr.

Childs' book is misnamed, as he goes much beyond these principles in his very suggestive and often brilliant chapters. He challenges us at once to lay aside all our preconceived notions and the idea that there is something sacred about such phrases as "democracy," "separation of powers," "will of the people," etc. In a word, he examines the foundations of our democracy and finds it largely a sham, in which the people theoretically control but actually are governed by the political machines. He does not stop here, but has a constructive remedy to propose for everything he criticises. The book is a real contribution to the subject of democracy, worthy the careful and thoughtful perusal of all who desire to improve the unfortunate political conditions that prevail in the United States. G.

**The Problem of Freedom.** By George Herbert Palmer. 211 pp. \$1.25 net. Houghton-Mifflin Company, Boston.

The subject of this book is indeed "an intricate, ancient and ever-present problem," yet in this revision of his Lowell lectures of 1909 Prof. Palmer has discussed it with untechnical simplicity, homely illustration, and even a degree of freshness and originality. Like everything he does, the book is written with a charm and individuality all his own. Beginning with "The Meaning of Freedom," Prof. Palmer in his 10 chapters deals with the old, yet always new, problems of fate, destiny and free-will. Among his topics are "The Reply to Determinism," "Kinds of Causation," "The Working of Ideals," "The Limitations of Freedom," "The Mysteries of Freedom" and "Varieties of Doctrine." A brief and well-selected bibliography concludes the volume. With its fine lucidity, breadth of view, impartial temper and delightful literary quality, this volume will interest every reader with the least taste for philosophy.

**History in the Elementary School.** By W. F. Bliss. 214 pp. 80 cents. American Book Co., New York.

This interesting volume contains an elaborate course of study for the eight grades, with suggestions as to method and extensive bibliographies. The course of study proposed hardly justifies the author's extreme claims as to its logical consistency, unity, practicability, adaptability to any conditions, and general superiority to the course proposed by the Committee of Eight of the American Historical Association, which is branded as "illogical and incoherent." Mr. Bliss, who is head of the history department in the San Diego Normal School, proposes the following course: (1) First four grades, elaborate studies in primitive life and early civilization, including the early Aryans, ancient Egypt, the Hebrews, Phoenicians, modern Africa, the Far North, Japan, India, Hawaii, the Philippines, modern

Africans, American Indians, early Persians, ancient Greece and Rome, early Teutonic civilization, colonial life in America, etc.; (2) grades five and six, the development of civilization during the Medieval and early Modern periods; (3) grades seven and eight are devoted to American history and civics. The primary grades offer the easiest point of attack, their work being evidently based on extreme culture epoch theories and an exaggerated idea of the value of primitive studies. For the intermediate grades course much may be said, but there is little likelihood of its being generally adopted. The seventh and eighth grades are offered the conventional material.

The book, however, has much value aside from the course of study. There are many excellent suggestions as to method, references which on the whole are far more valuable than those offered in the Committee of Eight Report, and many useful outlines (though that for the last two grades is simply based on a familiar textbook for elementary school). Valuable, too, are the suggestions regarding correlated work in drawing, construction, sand and clay modeling and dramatic work, of which a number of examples are given.

There has been added to *The Guide Series for Young Readers*, published by the Baker-Taylor Company, an eighth volume. It is **A Guide to Great Cities of Northwestern Europe**, by Esther Singleton. It contains accounts of London: The Great Metropolis; Antwerp: The City of Rubens; The Hague: The Largest Village in Europe; Amsterdam: The Venice of the North; Hamburg: The Beefsteak Town; Copenhagen: the Athens of the North; Stockholm; Christiania: The City Twice Founded; Edinburgh: The Modern Athens; Dublin: The Seat of Irish Government. Miss Singleton has traveled extensively, and is an interesting writer. She knows well how to make her pen-journeys appear real and vivid to the stay-at-home traveler. (330 pp. 12 illustrations. \$1.25 net.)

**History of Classical Philology.** By Harry Thurston Peck. Pp. ix + 491. Price \$2 net. The Macmillan Company, New York.

This work aims to give a conspectus of the whole field of classical philology, from the seventh century B. C. to the twentieth century A. D. As we get away from required Latin and Greek the obligation of the individual teacher to take account of the important influences of these civilizations becomes greater. We are fortunate to have for the common teacher as well as the university student this manual, which shows the unity of the philological movement from the days of the early Greeks to the work of Prof. Gildersleeve at the Johns Hopkins University.



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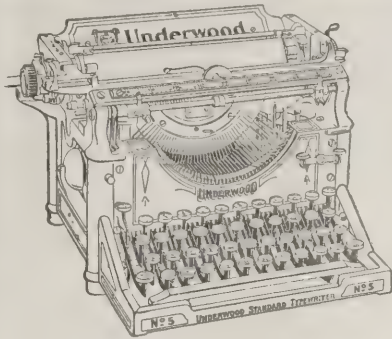
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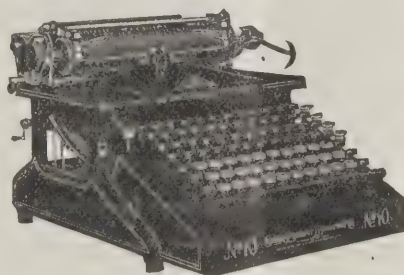
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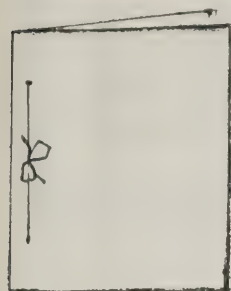
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### TIED BOOKLET. NUMBER II.

Booklet No. 2 is very similar to Booklet No. 1, but has a more intricate fastening.

*Material.*—Cover paper for back and practice or manila paper for leaves. Raffia, cord or ribbon fastening.

*Dictation.*—Cut the back and desired number of leaves 8x6 inches or any required size. Crease in half, making leaves 4x6 inches. Place leaves together, crease in crease, ready for sewing. With booklet open, make three holes with coarse needle through all the leaves of booklet. See that holes are exactly in the crease. Place holes 1 inch from top and bottom and in the middle of the crease. If it is desirable to tie on outside, draw fastener through from outside through hole at top, leaving sufficient end to tie at the middle hole. Bring needle down inside of booklet to middle hole, out middle hole, down the outside of booklet to bottom hole, up the inside of booklet to middle hole, out this hole to meet the loose end, and tie at center hole. If it is desirable to tie ends inside, begin to sew from the inner side of the top hole and continue as above directed.

### BOOKLET NUMBER III.

Suitable as a postcard album or scrapbook.

*Material.*—Cover paper for back and manila or any desired paper for leaves and reinforcements. Clamps, rings or any desired fasteners.

*Dictation for a Small Booklet.*—Cut the cover and inside leaves 9x7 inches, and crease exactly in half, making leaves of booklet 4½x7 inches. Cut reinforcements 3x7 inches, and crease in half, making strips 1½x7 inches. These reinforcements are placed at the back of booklet, one between each leaf, to allow for pasting scraps or cards on the leaves of booklet. Before making booklet, fold cover on back together and crease with ruler ¾ inch from the crease or back of booklet.

Place leaves and reinforcements alternately in booklet, fold together, and clamp with two or three suitable clamps, rings or other fasteners.

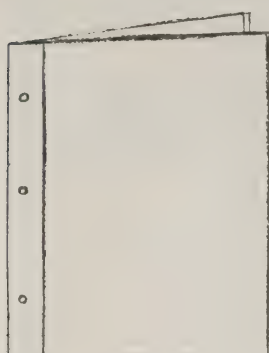
### JAPANESE BOOKLET. NUMBER IV.

This unique booklet is designed for stories, poems, drawings or views of Japan, and illustrates the fact that the Japanese desire to use but one side of their paper.

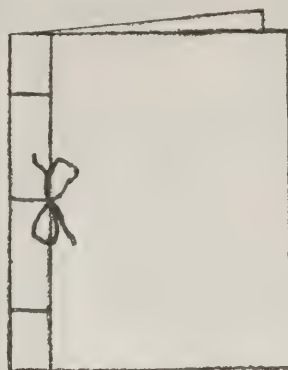
*Material.*—Cover paper for backs, manila or any suitable paper for leaves, and raffia, cord or ribbon for the quaint fastening of this unusual booklet.

*Dictation.*—Cut two pieces of cover paper 6½x4½ inches for front and back of booklet. Any desired number of pieces 12½x4¼ inches may be cut for leaves of book, each piece to be folded to make a double leaf 6¼x





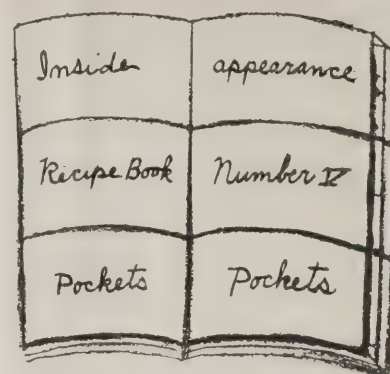
Book III.



Book IV.



Book IV.



Book V.

4¼ inches. Place the cut and folded pages between the front and back covers so the folded edges will come to the front and the open edges to the back. With an awl or needle punch three holes through the entire booklet about ¾ inch from back edge. One hole should be ¾ inch from the top, one in the center and another ¾ inch from the bottom edge of booklet. Everything being in readiness for sewing, insert a threaded needle from front to back through the upper hole. Leave sufficient thread to tie at center hole. From behind bring thread over back edge to the same hole in front, through this hole to back again, then over top edge to the same hole. Carry the thread from the front through this hole to back and down the back of booklet to the center hole. Through this central perforation bring the needle to front, over back edge of book to the same central hole; through this hole to the front once more. Bring thread down the front of book to the bottom hole, through this hole to back; then carry thread over the back edge to the same hole, and through this to the back. The thread is then brought around the bottom edge of booklet and up the front to the bottom hole, through which the needle is again guided to the back and up to the central hole. Bring the thread through this hole and connect with the loose end which is suspended from the top hole. Tie in a neat bow at the center of the front of booklet.

This attractive booklet may be of any desired dimensions, and the holes for fastening may vary in position to suit the taste of the designer. The front cover may be decorated with Japanese lanterns, fans or other suitable design.

#### SCRAPBOOK. NUMBER V.

This book is designed to contain recipes or other clippings.

**Material.**—Heavy pasteboard or strawboard, burlap or cover paper and several large sheets of manila paper.

**Dictation.**—Cut strawboard in three pieces—6x8 inches, 7x8 inches and 1x8 inches. Cut burlap 17x10 inches, which will allow 1 inch all around for turning in edges. Lay cover flat on desk and paste the three pieces of strawboard upon it in the following way: Place the large piece, 7x8 inches, at the right-hand side, allowing 1 inch for laps. A space of 1½ inches is left for the back of book. Then paste the strip, 1x8 inches, leaving 1 inch at top and bottom. A space of ¾ inch is next left as a hinge for the top cover, and the last piece of strawboard, 6x8 inches, is pasted on the cover, care being taken to allow 1 inch for turning in rough edges. When the three pieces of board have been pasted to cover and the edges turned in and pasted neatly to boards, cut a piece of manila paper the size of entire back and paste over the strawboard and turned-in edges of cover. The back is now ready to receive the leaves of the book.

Have three or more sheets of manila paper 14x13½

inches for leaves. Hold the sheet so that the top and bottom edge is 14 inches. Fold top edge *under* 1 inch and bottom edge to *front* 2½ inches. Then fold the sheet to form two pockets or upward, turning folds 2½ inches deep. Crease folded sheet exactly in half to form a double leaf 7x7½ inches, with two pockets on either side. Fold each sheet alike, and crease to form double leaves for book. Cut six reinforcements of manila paper 2x7½ inches. The rough edges of the folded sheets are placed at the back of book and folded edges to the front. Place two reinforcements around the back edges of each folded leaf, put all together and fasten to the finished back with clamps or rings. See to it that the hinged side of cover is placed on top of book. After the leaves are placed and back is folded together, it will be necessary to punch or bore holes through back, leaves and reinforcements in order to place the clamps or rings to hold the book together.

## VALUE OF STUDY OF AGRICULTURE

EXCERPT FROM A DISCUSSION BEFORE THE DEPARTMENT OF SUPERINTENDENCE AT ST. LOUIS

By EARLE BARNES

AS a subject of study for children, agriculture has an evil record, which it must outgrow. But we are not here discussing the evils associated with farming or profit. We are discussing the effect of lessons, planned for educational results, not for farm profits, conducted in pleasant school gardens, and on neighboring farms, and stopping short of the empty weariness that makes many of us remember our childhood with pain and regret.

Such a study of agriculture commands a wide range of interests common to children. It satisfies the child's desire for the active, the concrete, and the personal. By pitting one child-farmer against another, and both against the forces of nature, it affords him the opportunity for emulation and struggle which he craves.

The psychological cycle of education—impressions registered as memories, worked up in associated groups and reasoned sequences, and passed over into appropriate expressions—is repeated again and again in the study of agriculture. And it is only by passing through this cycle again and again that the child is prepared, when he becomes a man, to examine, judge, and act.

The educative value of the study of agriculture is not psychological alone. It also calls into use a very wide range of mental powers, forces measures and comparisons upon the child, and compels him to pass judgment upon his observations and comparisons. It admirably trains him in all the humbler virtues of life, gives scope to his artistic impulses, and offers ample opportunity for co-operation, as well as for emulation.

# AFRICA

AN OUTLINE FOR STUDY IN THE FIFTH GRADE

By HELEN G. GOVER

Speyer School, New York City

Introduction—Roosevelt's trip to Africa; circus animals.

I. Aim—To find why so many wild animals live in Africa.

I. Animals of Africa.

a. Kinds of animals found.  
(Grouped according to sections.)

b. Homes of the camel-group.  
Warm, desert country.  
Location of desert.  
Zones, winds, rainfall.  
Mountain shelter.  
Food—Plant life.

c. Homes of lion-group.  
Jungle and savannah region.  
Location of jungles, savannahs.  
Zones, winds, rainfall.  
Food—Plant life.

d. Homes of third group. (This group should be chosen by the teacher after studying the class interest.)  
Kind of homes needed.  
Location of deserts and grassy plains.  
Winds, rainfall, etc.  
Food—Plant life.

e. Summary — Animal life, plant life, climate, location of zones.

II. Aim—To find whether Africa can ever be developed as North America was.

a. Natural resources.

b. Drainage.  
Mountains, slopes, divides.  
Rivers.  
Usefulness as waterways.

c. Mineral deposits.

d. Plant life. } For commercial  
e. Animal life. } purposes.

f. People.

Natives — Race, civilization, customs.  
(Sections.)

Immigrants.  
English, Dutch, Germans,  
French.

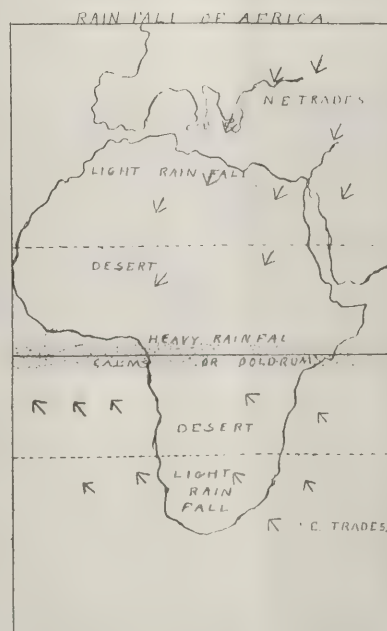
What does the presence of these nations in Africa tell you about the possibilities for the development of the country?

g. Principal settlements. (Why.)

III. Aim—To find in what way Africa is being developed.

a. Industries of Africa.

Farming—Location of farm areas; products.



Grazing—Location of pasture lands.

Mining—Location of mines; products.

Hunting—Location of the haunts of wild animals; products.

Lumbering — Location of timber lands; products.

b. Exports.

c. Imports.

d. Trade.

## References:

Carpenter — Geographical Readers: Africa.

Dodge—Advanced Geography.

Tarr & McMurry — Text for the Fifth Grade.

National Geographic Magazine.

Chamberlin—Geographical Readers.

## CHILDREN'S WORK.

### AFRICA.

#### I. Location.

Africa is in the north temperate, torrid and south temperate zones. It extends from 40° north latitude to 35° south latitude, and from 20° west longitude to 50° east longitude. It is south of the Mediterranean Sea, east of the Atlantic Ocean and west of the Indian Ocean and Red Sea. It is south of Europe, southwest of Asia, northwest of Australia and east of South America. It is in the northern and southern hemispheres.

#### II. Surface.

The majority of Africa is mainly a plateau. In the northern part there lies the world's greatest desert, the Sahara Desert. Just south of this is the great Soudan, which lies in the northern part of Central Africa. The northern part of the Soudan is a desert, but it gradually gets grassy toward the south. Down near the equator, which is just south of the Soudan, is the great African jungle. This jungle is so impenetrable that no human foot has ever trodden it in some parts.

The mountains are the Atlas in the northern part, the Abyssinian in the eastern part, which are the highest in Africa, and the broken chain which extends from northeast to southwest.

The rivers are unnavigable on account of their numerous rapids and falls.



### III. Climate.

Africa is in the north temperate, torrid and south temperate zones. It is crossed by the Tropic of Cancer, the equator and the Tropic of Capricorn. For this reason every part of Africa has a tropical climate except the extreme southern part.

The climate is similar on either side of the equator. During the southern summer Africa is entirely in the trade-wind belt.

The heavy tropical rains in Abyssinia and farther south cause the lower Nile to overflow its banks from June to December. Before it overflows its banks they throw rice on the banks; then after it has drained back the rice springs up. Africa, being crossed by the equator nearly in the center, has nearly warm weather there all the time.

The Great Sahara Desert in the northern part is so very dry and hot that few people can live there. Those who do, live on the oases.

Just south of this great desert is the Soudan, which is dry and sandy in the northern part on account of the great desert. Just south of this is the great jungle, which is so impenetrable that no people but savages live there. It is very hot (arid) and marshy, and they get plenty of heavy rains.

Egypt is a very warm and dry country, because the winds come across Asia, where they give all their moisture, and do not gather much crossing the Red Sea.

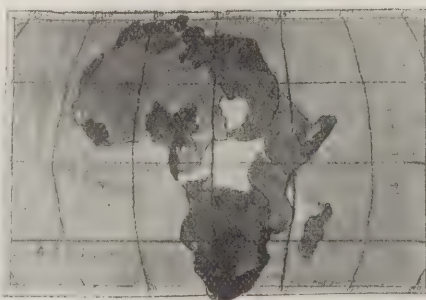
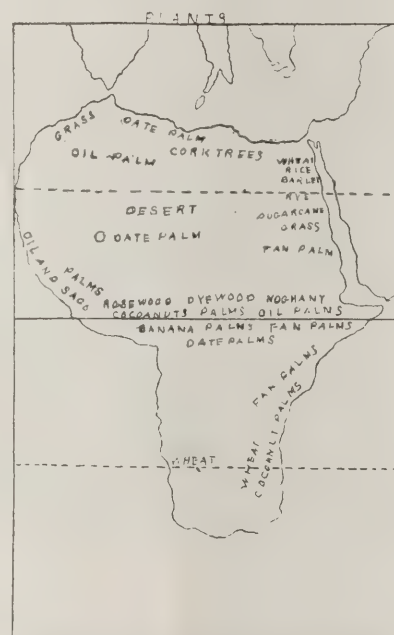
### IV. Climate: Winds.

The prevailing winds of Africa are the trade winds. The northern part is in the belt of the northeast trades; the southern part is in the belt of the southeast trades.

The northeast trades originate in Europe and Asia. These winds are moisture-gathering winds, and they cannot gather all the moisture they can hold crossing the narrow Mediterranean. They become warmer as they pass over the land and take what moisture there is on the surface. For this reason in the northern part is the Great Sahara Desert.

The interior of Africa is subject to droughts on account of the rim of mountains near the coast. The southeast trades bring moisture from the Indian Ocean, but lose it all on the windward side of the mountain. Lying on the leeward side you will find the Kalahari Desert.

The heaviest rainfall occurs in the region of the Kongo River basin, between  $10^{\circ}$  north and  $15^{\circ}$  south latitude. The most rain falls along the western coast, especially in Liberia. This region is a most unhealthful place to live.



**NOTE ON ILLUSTRATIONS:** The maps accompanying this article are the work of pupils of the Fifth Grade. Map 1, at the top of page 9, is an outline study showing latitude and longitude of Africa; Map 2 indicates the physical features; Map 3 shows the rainfall; Map 4 (top of page 10) is a study of the drainage of the country; Map 5 shows the plant life of Africa, while Map 6, originally done in colors, indicates the political divisions of the continent.—Editors.

### V. Drainage.

The drainage of Africa is plentiful, because there are rivers running in every direction. There is a highland in the central part which makes the rivers flow in all directions—the great Nile, flowing north through the Sahara Desert into the Mediterranean Sea; the Kongo, flowing west into the Gulf of Guinea, and the Niger, flowing south into the Atlantic Ocean.

MORGAN LOANE,  
Fifth Grade,  
Evergreen School.

### AFRICA.

#### I. Life.

- People.
- Animal.
- Plant.

North of the Southern Sahara the native people all belong to the white race. In every other part the natives belong to the black race. They live principally in the Soudan and the tropical part of Africa. A bright-colored black people live in South Africa. In the Kongo forests are found the dwarfed Negritos, the smallest people in the world. Many Europeans are found in South Africa and the various colonies of the continent.

All the animals of Northern Africa as far south as the Tropic of Cancer are similar to those of Europe, but south of the Sahara Desert there are many animals not found elsewhere.

The great hippopotamus lives in the rivers and swamps of the hot regions. The gorilla, zebra, giraffe, chimpanzee, and the ostrich, the largest walking bird in the world, live in these regions only. Here also are found rhinoceros, antelope, hyena, panther, lion, elephant and leopard, which are common to other regions.

Many of the domestic animals, such as sheep, cattle, horses and goats, have been imported. There are also large ostrich farms in Southeast Africa.

The distribution of rainfall determines the vegetation of Africa. The region north of the Atlas Mountains is a grass region, which can be cultivated.

The Sahara has practically no vegetation except on the oases. The Soudan is a grassy region. Central Africa is occupied by tropical forests and savannas. The forests are more dense than those found anywhere else, except in the valley of the Amazon.

In South Africa, in the well-watered regions, farming and ranching are carried on.

MARGARET GODFREY,  
Fifth Grade,  
Evergreen School.

# QUESTIONS OF CURRENT USAGE IN ENGLISH

## PART II: HAD BETTER, WOULD BETTER, AND THE USE OF LIKE AS A CONJUNCTION

By W. H. WILCOX

Head of Department of English, Maryland State Normal School, Baltimore

TWO questions of current usage have been studied by students of the English department of the Maryland State Normal School during the past month. It is a comparatively easy matter to consult the recognized authorities; but, as they merely record usage current when the record was made but constantly changing, the investigation must be carried into contemporary writings. This is a matter of much greater difficulty, and the results are often meager. If, however, an examination of considerable extent reveals no illustration of a questionable usage, it is fairly safe to conclude that the usage being investigated is not recognized by careful writers. Such has been the result of the second part of the present investigations. The questions of usage for consideration are: *had better*, *would better*, etc., and the use of *like* as a conjunction.

### I. HAD BETTER, WOULD BETTER, ETC.

The question of usage here presented has been much discussed, but is again suggested by the local use "better had" and an insistence on "would better" in preference to "had better." It may be said at once that "better had" is a localism and has no standing in good linguistic society. As for the other forms: Murray's *New English Dictionary* says: "had would have, is used idiomatically with the comparative better, liefer, sooner, rather; the superlative best, liefest, and the positive with 'as.'" The verb in such a sentence as "You *had better* not start in the rain" is idiomatic, and, of course, cannot be analyzed. The fact that it cannot be analyzed and each word "parsed" seems to have furnished the chief ground for criticism by some grammarians of the old school. This idiomatic use of "had" is the result of centuries of growth, and its extension to the positive and superlative forms of the adverb is a recent development. The use, however, is now fully established and is generally recognized. Webster says: "Had is used for would, or would have with an adjective, an adverb, or a phrase of comparison to indicate preference or advisability." It should be noticed that while only the past form "had" has this use, the meaning is present with regard to preference or advisability of some future act.

The research into current literature furnished few illustrations of current use. The expressions, being idiomatic, belong to spoken and informal written language, and do not occur frequently in the standard periodicals. Some of the following examples hardly illustrate current use:

We *had better* leave her.—Brontë.

I *had best* not give her any.—Molloch's *New Republic*.

Far *liefer* by his dear hand *had* I die.—*Idylls of the King*.

I *had rather* be a doorkeeper, etc.—*Psalms* 84: 10. Am. Rev.

He *would better* have been at home.—Crittenden, by John Fox, Jr.

### II. LIKE AS A CONJUNCTION.

Probably no word has been more discussed by grammarians than "like." The chief point of discussion has been whether "like" is a preposition in such constructions as in the sentence: "He ran like a deer." "Like" in the Anglo-Saxon was an adjective or an adverb, followed by the dative. The construction has persisted to modern times, but the inflection of the dependent noun has been lost. It is of little moment whether or not we call "like" a

preposition; the matter is really one of definition. Although "like" admits of comparison—an attribute of adjectives and adverbs, the dictionaries recognize the use of "like" as a preposition. In regard to "like" as a conjunction, the usage is much more questionable. The use of "like" instead of "as if" in such constructions as in: "It looks *like* it is going to rain," is certainly common, colloquially at least, among all classes in the South, and to some extent in the West. The investigations made by students in our English department give the following results:

*Murray's English Dictionary*. The use of "like" as conjunction is slovenly or vulgar, though examples of its use may be found in many recent writers of standing. The use has resulted from the dropping of "as" in such usage as: "Like as a father pitieth his own children."

*Webster's* says: The use of "like" as a conjunction meaning "as" (Do like I do), though occasionally found in good writers, is a provincialism and contrary to good usage.

*The Century Dictionary* says: This use is commonly condemned as incorrect, and is generally unacknowledged in dictionaries. It occurs several times in Shakespeare, and is not infrequently found in modern writers, and is common in colloquial and provincial usage in the South and West, but is not found in New England.

Richard Grant White in *Words and Their Uses* says: "Like" and "as" both express similarity, but the former compares things, the latter actions or existence." In other words "as" is always followed by a verb expressed or understood, while "like" is followed by a noun only; "as" is a conjunction, "like" is not.

Scott and Denney's *Elements of Composition and Rhetoric* says that the use of "like" as a conjunction is common in Great Britain, and is defended by some good authorities. In this country it is regarded as a vulgarism.

Erskine and Erskine's *Written English* says: "'Like' often incorrectly used for 'as.' 'Like' has the force of a preposition, and is properly used only with nouns or their equivalents. EX.: She thinks as I do. He looks like his father."

As opposed to all these, Dr. Krapp in his work on *Modern English* defends the use of "like" as a conjunction.

The illustrations of "like" as a conjunction show that this use is found occasionally from Shakespeare down:

*Like* an arrow shot from a well experienced archer hits the mark.—Shakespeare.

Or did he go about *like* he does in the pantomime.—*Robinson Crusoe*.

Through which they put their heads, *like* Gauchos do through cloaks.—Darwin, *Journal of Nature*.

An examination of a considerable number of articles in some of the leading magazines failed to discover a single use of "like" as a conjunction. The same result was obtained from an examination of some of the best recent works of fiction, though special attention was given to writers of the South where this use is supposed to prevail.

With regard to the use of like as a conjunction, the conclusion is that usage varies; most writers prefer "as if," and do not recognize the conjunctive use of "like" except in the dialogue of uneducated persons. On the other hand, the usage is common colloquially in the South and West even among educated people.



# TREE STUDY IN SPRING

OUTLINES FOR SEASONABLE NATURE STUDY LESSONS IN THE SIX LOWER GRADES  
PREPARED FOR FARMERS BULLETIN 468 AND REPRODUCED BY PERMIS-  
SION OF THE U. S. DEPARTMENT OF AGRICULTURE

By EDWIN R. JACKSON

Expert, Forestry Service

ONE of the chief aims of modern education is to make the child familiar with his surroundings and master of them. As Dr. G. Stanley Hall has said, "To know nature and man is the sum of all earthly knowledge." In order to accomplish these ends, present-day educators have come to devote a great deal of time and attention to systematic study and observation of natural objects, these general studies being classified under the head of "nature study."

The field of nature study is exceedingly broad. All the objects, elements, and phenomena which touch our lives and influence them may be considered as legitimate subjects for study. The possible lines of research are numerous and varied. Among all these possibilities it becomes the duty of the teacher to select those which are most worth while.

Nature study has among its chief aims the inculcation in the mind of the pupil of an appreciation and love of the beautiful; his training in acuteness of observation; the development of his reasoning powers by the application of these observations; and the improvement of his powers of expression. Few things in nature fulfill these requirements so well or contribute so fully to the accomplishment of these aims as does the forest. In the forest can be found a wealth of illustrative material; it is replete with myriad forms of vegetable and animal life, and the forest itself, as a whole, is living and active; it is full of the wonderful and the beautiful; it is teeming with lessons of interest at all seasons of the year; and, what is perhaps most important of all from a practical viewpoint, the material for these lessons is accessible to almost everyone.

Individual trees alone furnish so many interesting and instructive features that they have come to be favorite subjects for nature-study lessons; but the broader study of the forest, while frequently lost sight of in the study of single trees, offers untold opportunities not only for useful instruction, but also as a means of developing and holding the interest of the pupils and of training their keenness of observation.

## "Tree Study" and Forestry.

It is well to keep in mind the distinction between forestry and "tree study" as commonly found in nature-study courses. "Forestry has to do with single trees only as they stand together on some large area whose



EVERGREENS IN WINTER.

principal crop is trees, and which therefore forms part of a forest." It is not the single tree, but the forest, where trees are considered not singly but *en masse*, which must be studied in developing the element of forestry in nature study. The chief work of the forester is so to manage the forest that it will produce a paying crop, or to preserve the forest from destruction for its protective influence. From this it will be seen that strict forestry is economic in its aims, while tree study, as usually carried on, is largely esthetic. The practical forester has little to do with the use or

growth of ornamental trees, or even with tree planting as concerns merely individual trees. Such work properly falls to the landscape gardener or the horticulturist.

It would be manifestly unwise to attempt to teach scientific forestry, as such, to children in the lower grades. Even in the upper grades and the high school it must be very elementary in its character. Nevertheless, a great many of the general principles upon which scientific forestry is based may be brought within the comprehension of young children. To lead up to the more advanced subject of practical forestry, however, it will be necessary to familiarize the pupil with the life history of the tree and the processes of tree growth. Therefore, especially in the primary grades, tree study, with an occasional glimpse into the forest, should form the basis of the work. As the course develops, more and more time may be given to the forest and less and less to the tree.

In the upper grammar grades the study of the forest naturally should be correlated with geography. In the high school, forestry properly claims consideration as a part of elementary agriculture, since the lessons of the wood lot and its management are too important to the farmer to be overlooked. In those high schools where agriculture is not taught as a distinct branch, a great deal of forestry may be taught in correlation with such subjects as physical geography, botany, and manual training. In fact, many of the features incident to the study of forestry must necessarily be considered in the regular work provided for in the ordinary school curriculum. No attempt has been made in this paper to suggest any nature-study work above the sixth grade, since it seems desirable that all studies in forestry above this point should be correlated with other subjects, as previously suggested.

The studies outlined need not be given as continuous lessons, but may be taken up at various times during the



year as time and opportunity offer. Possibly one period out of every five or six devoted to nature study may be given with profit to the study of the forest. In no sense is this outline intended to suggest that forestry should supplant any other subject, but only to point out some of the interesting and useful things about the forest which every public-school pupil should know if he is to become a well-informed, useful citizen. These things should be used to supplement the regular work assigned to the classes, and will in this way prove helpful rather than burdensome.

### *Methods of Teaching.*

Educators are agreed that children should study *things* rather than *books*, and that these things should be such as are found within the child's ordinary environment. The young child learns almost entirely through the senses—it is busy learning the feel, the taste, the smell, the sound, the looks of the things with which it comes in daily contact. Out of mere curiosity, or because of pure motor activity, the normal child is constantly impelled to new researches, and adds daily to its knowledge the results of its observations, imitations, and experiments. Obviously, then, the best way to teach forestry is to take the pupils to the forest. When it is impossible to go to the forest, specimens should be brought to the schoolroom for study.

The more informal these lessons are, the better the results will be. Yet it is important that the teacher assume the task of directing and guiding the pupils in their studies. This can be done effectively by means of stories, talks, and informal questioning. Children's literature is filled with interesting stories of the forest and its inhabitants, some of which are suggested in connection with the outlines in this paper. The proper use of these supplemental readings will without doubt prove of great benefit in increasing the interest of the pupils.

If trees are not accessible for study, the next best thing is perhaps a set of well-selected pictures which show forest conditions and various features of tree growth. Such pictures may be found frequently in magazines, geographies, and nature books. An undoubted source of additional interest and instruction will be found in the camera, if one can be carried by pupil or teacher on excursions to the forest. The interesting things seen can then be photographed, and the pictures developed and labeled with descriptions telling something that has been learned about the object. These pictures may be pasted in an album or on a "forest calendar," to become the permanent possessions of the school.

The outlines given below are necessarily very general in character. If they are to be of practical use the teacher must localize the lessons. If the trees named for study are not to be found in the locality of the school, others must be chosen from local species and substituted for them. Exercises and experiments will have to be modified to suit local conditions. These things can not be done by anyone except the person actually on the ground in charge of the work. It is from this application of general principles to local conditions that the greatest benefit will be derived.

### FIRST GRADE.

*Tree Blossoms.*—The following trees have blossoms suitable for study:

Red maple, pussy willow, catalpa, elm, oak, birch, flowering dogwood, wild crab apple, tulip poplar, basswood, magnolia and horse-chestnut.

Explain that the "tassels" of the oak and "pussies" of the pussy willow are really flowers. Now see how many different kinds of tree flowers can be found and brought

to the schoolroom. Learn to know the blossoms of eight or ten trees. Watch to see which appear first in the spring—flowers or leaves. Is this order the same for all trees? What insects visit the blossoms of the trees? What are they looking for? What blossoms do they prefer? Which tree blossoms have no smell? Do the bees visit these as frequently as they do the sweet-scented ones? Talk about the usefulness of trees for shade and beautification. Study the home building of birds and squirrels in the treetops and the habits of the woodpecker. Study how the leaves, branches, and roots of the trees afford hiding places and shelter to creatures that live in the forest.

For drawing lessons, use the pussy willow, dogwood, or tulip poplar blossoms as studies.

*Supplementary Readings.*—The Walnut Tree that Wanted to Bear Tulips, Wiltse; Pussy Willow, Kate L. Brown; Pussy Willow, Marian Douglass; The Lilac, Clara D. Bates; How the Apple Blossoms Came Back, Margaret Boyle; The Apple Blossoms, Selected, and Nature's Byways, Numerous lessons.

### SECOND GRADE.

*Tree Seeds, Germination.*—The seeds of the following trees either ripen in the spring, or may be kept in storage, or procured on the market, and thus may be available for study in the spring term: Elm, silver maple, cottonwood, oak, catalpa, locust, coffeetree, chestnut, pine, apple, peach and plum.

Plant newly fallen seeds of elm or maple. Watch to see if they sprout at once or lie in the ground one season. Is this the same for all trees? How long after planting the seed is it before the little tree appears? How many leaves are there at first on the seedling? Do these look like the leaves of the big tree? Watch to see what becomes of these first leaves. Look for little seedlings which frequently spring up beneath forest trees. Dig up one not more than two or three inches high and look for the remains of the seed from which it started. If the seedling is from a thick-shelled nut, such as the hickory or walnut, see if you can find out how the tender little seedling got out of the shell. Do you suppose Jack Frost helped it in any way? Watch the trees to see where and when the seeds form. Learn to know as many as possible of the forest trees by their fruits. Learn whether the seeds ripen early or late. Plant trees on Arbor Day. Talk about the trees in the school yard or vicinity, and how they got there. Who attended the school when these trees were small? Tell how the food stored up in seed or nut feeds the little seedling until its roots get started in the soil and its leaves in the air.

*Supplementary Reading.*—Apple Seed John, Child; The Maples' Story, Chase, and The Tree that Tried to Grow, Francis Lee.

### THIRD GRADE.

*The Growth of the Tree.*—Study growing trees. Green twigs of maple, boxelder, willow.

Watch the forest trees for evidences of the spring awakening. What are the first changes you notice? Cut off a small branch of a maple or boxelder. What is the watery fluid which flows from the wound? Taste it. Remove the bark from a green twig and notice the green, moist layer just inside the inner bark. This is what builds the tree. It is called the "cambium" layer. Examine the branch of a boxelder or maple. See if you can distinguish last year's growth from that of the preceding year. Can you tell the new growth of the evergreen twigs from the old parts by the color? Place a growing plant in the dark and notice the result after a few days. Make a mark on a rapidly growing young seedling at a



certain height from the ground and see if the seedling lifts this mark higher in growing. At what season of the year do you think the tree grows fastest? What would be the effect of a cold spring season on tree growth? Tell in simple way how the tree gets its food from the soil and air; how it is carried up the stem to the leaves to be digested there by aid of the sunlight; how it is sent down through the cambium to be built on the tree as an "annual ring."

Make a "Forest Calendar" on which to record the appearance of evidences of the spring awakening or characteristics of individual trees.

*Supplementary Readings.*—The Tree, Jones Very; The Last Dream of the Old Oak Tree, Hans Andersen; The Diligent Tree, Selected; The Real Tree, Holmes; The Twig that Became a Tree, Anonymous, and How to Make a Whistle, Anonymous.

#### FOURTH GRADE.

*Tree Planting and Gardening.*—The following species are suggested as desirable and may be obtained as suggested:

Early seeds: elm and silver maple; stored seeds: locust and catalpa; seedling: pine and spruce; cuttings: willow and cottonwood.

Test various kinds of tree seeds to see what percentage may be expected to germinate. Prepare a seed bed and sow tree seeds of various kinds. In each row plant a different kind of seed, marked by a stake with proper label. Keep records of time of sowing, time seedlings appear, and how well the seeds germinate. Plant seeds at various depths in soil and learn at what depth they give best results. Soak some seeds in warm water before planting and plant others of the same kind without soaking. Which sprout better? Make cuttings of willow and set them out in moist places. Watch for the development of roots and leaves on the cuttings. Where do they appear? Transplant seedlings of various trees. Compare the roots of nut trees like oak or hickory with those of maple, catalpa, or the conifers. Which are easier to transplant? Try the method of transplanting seedlings in tin cans. Prepare a map of the school grounds and make a "planting plan" to show where trees should be planted to give best effect. Learn the history

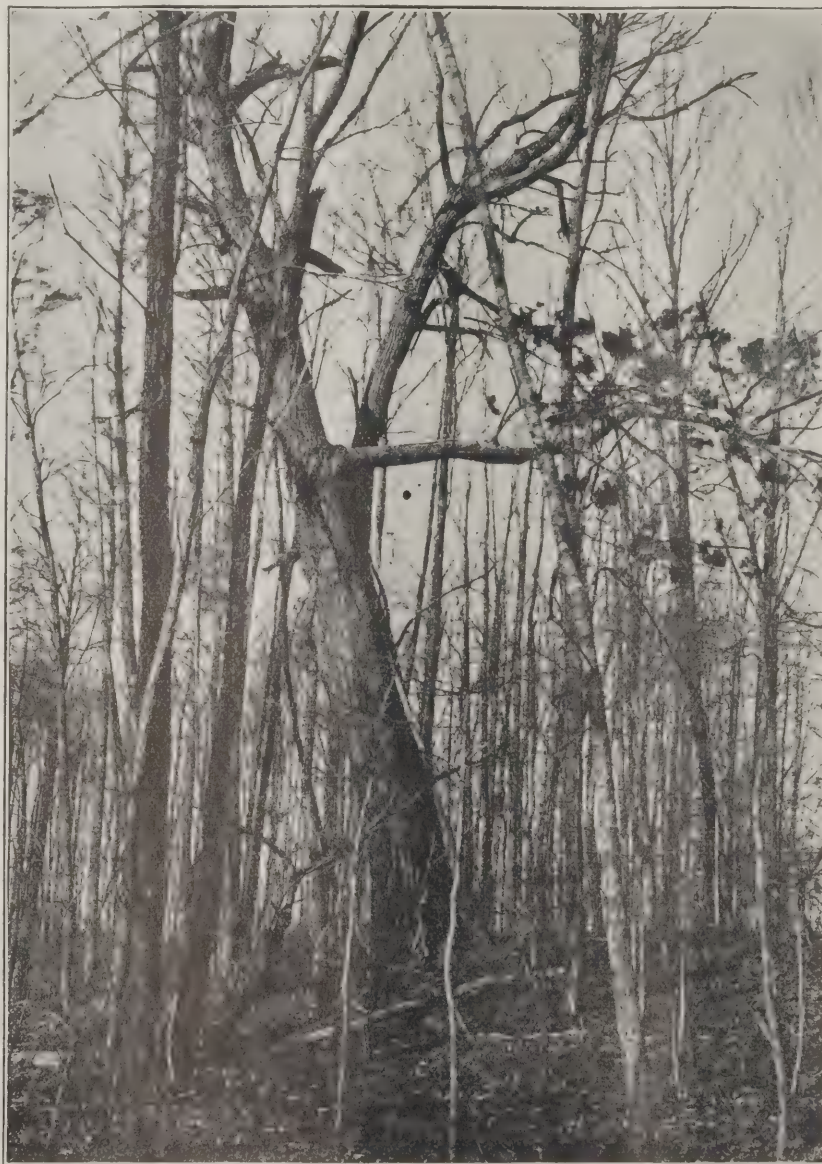
of Arbor Day and talk about its significance to the nation. Discuss the supply of forests in the United States; the necessity for tree planting. Discuss the importance of tree planting for the beautification of cities and homes. Are many trees being planted nowadays in your city or on the farms in your locality?

*Supplementary Readings.*—The Four Apple Trees, Selected; The Planting of the Apple Tree, Bryant; What Do We Plant When We Plant the Tree, Henry Abbey; Plant a Tree, Lucy Larcom; An Arbor Day Tree, H. C. Bunner; A New Holiday, Curtis; Arbor Day, Jarchow, and Arbor Day in School, Northrup.

#### FIFTH GRADE.

#### *Forest Influences.*

When the snow begins to melt in the early spring watch to see whether it disappears more rapidly in the woods or in the open fields. Why is this? Place thermometers, one in the shade of the woods and one in the open, and compare the readings frequently during the spring. Which one registers the higher average temperature? What does this indicate? After a rain notice how the raindrops cling to the leaves of the trees. Does the rain beat as hard upon the ground beneath trees as on open fields? From which does the rain water run off more rapidly, an open field or one covered with forest? What effect, then, would forests have upon floods? Find a tree recently uprooted by the wind. Are the roots totally bare or are they loaded with soil? Why does the soil cling so



A CROOKED OLD TREE WHICH SHOULD BE REMOVED.

firmly to the roots of trees? Pull up a small seedling tree and wash the soil from its roots. Does it come away easily? Do you think trees will help prevent erosion? Do you know of any places where trees have been planted in ditches to prevent the washing of soil? Study the forest floor again. Do you find traces of decayed leaves in the soil? Compare the color of this top soil (humus) with that deeper down. What makes the difference? What do you conclude from this is the influence of forests on soil? Where is the air purer—in the forest or in a large city? Discuss fully the importance of windbreaks to the prairie farmer in moderating winds.

Write a composition on how the trees serve man.

*Supplementary Readings.*—An April Day, Longfellow;



The Pine Tree, Selected; Pine Trees, Ruskin; A Forest Hymn, Bryant; The Forest as a Protective Cover, Roth, in First Book of Forestry; When the Green Gets Back in the Trees, Riley, and Relations of Trees to Water, Flagg.

#### SIXTH GRADE.

#### *The Care and Management of Trees and Forests.*

Visit the woods, where trees are being cut for logs or posts. Take a small area where the trees are thick and mark those you think should be removed to give the best conditions for the growth of those remaining. In doing this look for defective trees; large trees of undesirable species overshadowing smaller ones of better kinds; trees which have obtained their full growth, or nearly so, which may be removed to give more light to younger, growing trees. Are the stumps of trees that have been cut low or high? Is there any good wood left in them to go to waste? What has been done with the tops of the trees that have been cut? Has any wood been wasted in them? Is there any young growth, or reproduction, in this forest? Where do the young trees grow best—under a heavy

growth of larger trees or in the clearings? Do these trees produce sprouts from their stumps? Do the farmers of the neighborhood make a practice of allowing cattle or sheep to graze in their wood lots? Do the cattle or sheep browse the leaves of the young growth? Do they injure the young trees by trampling or rubbing? What do you think of the plan of using a wood lot for grazing purposes? In a city observe the care taken of street trees. When are they pruned? Why is early spring the best time? Are the young trees protected by guards? Why? Do you find any trees injured by pavement being laid too closely about them? What trees do you think are best for street planting? Why? Review what has been learned about the various individual species of trees, and learn all you can about their characteristic features, growth, uses, etc.

*Supplementary Readings.*—Various readings from: Ten Common Trees, Stokes; Trees in Prose and Poetry, Stone and Fickett; First Book of Forestry, Roth; Talks on Trees, Holmes; Wood-notes, Emerson, and A Discourse on Trees, Beecher.

## HOME ECONOMICS

FOURTH PAPER OF A SERIES EDITED BY ELIZABETH C. CONDIT, INSTRUCTOR OF HOME ECONOMICS IN THE JACOB TOME INSTITUTE

### HOUSEHOLD ECONOMICS IN THE RURAL SCHOOL

By LUCY T. BOYD

High School, Havre de Grace, Md.

I know a teacher who did just such work as Miss Boyd tells about. As a result she awakened such an intelligent interest in the preparation of food that the school authorities supplemented her very meagre equipment and provided a teacher trained in Domestic Science to carry on the work.

It seems to me, however, the burden of the initiative should come from the school directors, not the already overworked teacher.

Many country districts think it wiser economy to provide special teachers, who spend a day or part of a day in the smaller country schools doing the special work.

ELIZABETH CONDIT.

SINCE the true purpose of education is perfect adjustment to one's environment, surely no subject of more vital importance can be taught than Home Making. To this end Household Economics is finding a place in the school curriculum, second not even to the three R's.

The question arises—can these subjects be taught without special training, or without a laboratory? The earnest, wide-awake, persevering teacher can accomplish much if her purpose is earnest and her aim steadfast. One year's work may be easily done by introducing these topics in the grade work. There are Household Economic readers that may be used as supplementary work. A weekly period Friday afternoon might be set aside for this study. The study may begin with the topic, "The House," its site, drainage, construction, subdivision into rooms, ventilation, general sanitation, furnishings and general rules for color schemes. The interest once awakened leads on to more detailed and personal work. The theory may become practical by cleaning the schoolroom, with a thorough understanding of the *whys* that may be evolved. As a teacher's manual I would suggest Wilson's "Domestic Science in Elementary Schools." The next step, Dietetics, may be introduced in the physiology lessons; the food values given the necessity for proper cooking and proper diet for dif-

ferent ages stressed. Here, too, lessons on sanitation would come in naturally. In the geography lessons teach the home of foods as products, exports and imports, stressing again food principles and food values, the latter often determining the mental superiority of a people. At this time textile fabrics may be studied. The teacher can secure samples from the different factories by simply writing for them. These may again be used as scraps in the sewing class, for a Friday sewing lesson will be a diversion as well as a profit. This theory lesson may be continued by having the children bring scraps from home on which to learn the different stitches; the girls to apply them in making simple articles, as iron holders, handkerchiefs; while the boys may be interested in making marble bags, carpenter's aprons, etc.

All new words, of course, the resourceful teacher will collect to use in the spelling lessons; while the field for composition work looms up fertile and varied.

An alert teacher, an enthusiastic class, will soon awaken the sleepest school board to the sign of the times, and, even if the treasury may not be ample, a few innovations may be gained, such as a cook stove for heating purposes. This would form a nucleus for a laboratory. The boys would find time and interest in converting a dry goods box into a cupboard. The sale of candies might soon furnish a few necessary utensils, and thus a small working center would be obtained. The energies of the boys would again find useful application in making a garden to furnish further material for work. Saturday frolics in picnicking and learning camp cooking would be healthful and ideal sport.

It is the old story of the will that makes the way. A resourceful country teacher could easily lay foundations for the study of Household Economics by varying a little her routine work; filling in here and adapting there, teaching theory to be amplified by home practice, leading her pupils to an early realization that Health, Home and Happiness are the birthright of every educated American man and woman.



# PUBLIC SCHOOL PENMANSHIP

SECOND PAPER IN A SERIES OF ARTICLES  
UPON THE TEACHING OF WRITING  
IN ELEMENTARY AND SECON-  
DARY SCHOOLS

By J. ALBERT KIRBY

Teacher of Penmanship, Brooklyn (N. Y.) Training School  
for Teachers

## PRIMARY WRITING.

### *Lesson Two.*

OUR first month's work was done wholly at the black-board. Its purpose was to give each pupil, of even the largest classes, a definite idea of the writing act, and to familiarize him with the form and execution of a few simple, basal letters.

In this, the second month, we shall continue the black-board work, with the addition of logically selected letters, sequentially arranged in a number of new sentences, working the old over into combinations with the related new.

Each pupil can now write

*I see*

has used it often in the expression of thought.

We now teach him to write the word "it" to a count of one to seven; or we may name the simple strokes forming the letters, saying, "Under, down, long under, down, under, dot, cross."

*it*  
1 2 3 4

Condense this as quickly as possible into "One two, dot, cross," or "One, two, three, four."

Speed as an element of utility must be kept ever in view; momentum is absolutely necessary to smoothness and beauty of writing lines.

Count faster and faster, and count for the fastest occasionally.

Utilize the play instinct again—see who can oftenest write the word in a given time.

Endeavor to harmonize form and speed: sacrifice neither to the other, but occasionally concentrate efforts toward the betterment of one.

Let automatization of the writing movements be the goal; when this is reached, the writing act will occupy but a marginal part of the field of attention, leaving consciousness largely free to engage with the content of the matter written.

Each of a group may again choose an object, but he can now use the pronoun to represent it, writing

*I see it.*



CORRECT WRITING POSTURE.

By rearrangement he may quickly master

*It sees.*

To develop this idea the teacher may make a drawing or use any picture showing an animal or a child gazing into the foreground.

By suggestion lead the pupil to express the idea in writing. Allow him to rewrite it until satisfactory improvement is shown in both form and movement; then teach

*me*  
1 2 3 4

counting, "Over, down, over, down, over, down, under, round, down, under," soon condensing this into "One, two, three, four," increasing the speed.

*It sees me.*

naturally follows, and by the fastest pupils may be written legibly and smoothly within 10 seconds, after much practice.

Remember in all this work that "Repetition is the mother of perfection."

Keep ever within the pupil's mind a "totality of impulse"—the intention of beginning, carrying through and completing, without hesitation, the thing in hand.

This "impulse" can exist only as the writer, young or old, has made the writing act habitual, and has a comprehensive idea of the matter to be written.

It cannot exist in the case of words whose spelling is unfamiliar, or whose letter formation is not well known.

Then let us confine the beginner's practice to a few well-learned words and sentences, following closely the matter and manner here outlined.



THESE ILLUSTRATIONS REPRESENT THE VARIOUS STAGES DESCRIBED IN THE BELOW MANUAL BY WHICH PUPILS MAY BE TAUGHT TO GET INTO CORRECT WRITING POSTURE.

This method of "making haste slowly" will unfailingly produce satisfactory, highly cumulative results.

#### WORK AT THE DESK.

As another part of this month's work we shall begin formal training in writing at the desk, but, strange as it may seem, we shall do this without permitting any actual writing there.

We shall teach the correct writing posture and the relative positions of forearm and paper, training the pupil's hand to move as in writing, but attempting no pen or pencil record of its movements.

Let each child be seated, as far as possible, so that his thighs may be horizontal, while his feet rest squarely upon the floor, and that his elbows may just comfortably rest upon the front edge of the desk when his body is seated well back in the chair and inclined forward from the hips.

Study the picture below and read the description of "position," as given in last month's issue of this JOURNAL.

Drill your class until each pupil in it can take and keep the correct writing posture; then use the following manual for class control:

1. Place paper (and pen, later)!

Each pupil, provided with the equivalent of a half sheet of foolscap writing paper, lays it so that the first writing line coincides with a line extending diagonally from the lower left to the upper right corner of his desk.

2. Attention!

Pupil leans back at ease, both feet squarely on floor, several inches apart; hands clasped on front edge of desk.

3. Present arms!

Arms to the front, horizontal and parallel; palms down, fingers extended.

4. Curve fingers!

Bring thumbs and fingers into opposition, as in lightly grasping any small object.

5. Touch thumbs!

Drawing the thumbs up to a point opposite the last joint of the forefingers, touch them together at the angles thus formed.

6. Lean forward!

Slide well back in seat; bend forward from hips, keeping spine naturally curved and bringing eyes to within normal distance of the writing plane, and draw forearms back to form right angles at the elbows.

7. Drop arms!

Spreading the elbows wide to equally occupy the entire front edge of the desk, let the hands, falling by gravity, turning neither to the right nor the left, drop to the writing plane, the right retaining its "curve fingers" rests lightly upon some part of the last joints of the fourth and fifth fingers, its forefinger with thumb held in place touching the center of an imaginary circle some three or more inches in diameter described near the center of the top of the desk; the left hand, opening out, palm down, thumb and fingers separating to coincide with an arc of the circle mentioned above (within which space all writing is done) and in position to move the paper as required.

8. Write!

Watching the teacher's work at the board, each pupil moves his entire right hand, carrying its forefinger along the writing line in unison with the motions of his teacher's hand, thus forming correct habits of healthful, efficient posture, and acquiring a muscular sense of the writing act, but deferring the use of the pencil until some co-ordination of the writing muscles has been brought naturally about.

#### ADVANCED WRITING.

##### Lesson Two.

By reference to the February number of this JOURNAL you may find a full description of the writing posture as illustrated at the head of this article.

Seating yourself before a mirror, study the picture and its description. Conform to its every detail in posture of body and position of pen and paper.

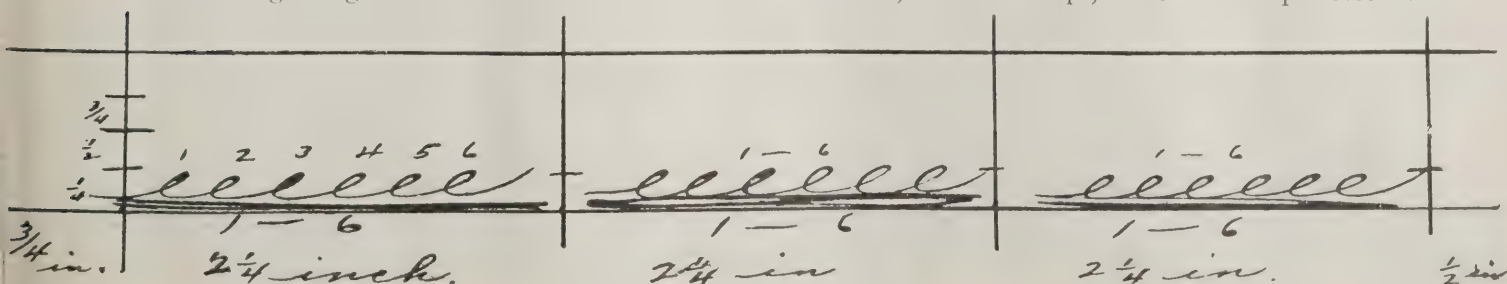
Attentively repeat the long, gliding stroke given in the previous lesson. Repeat it many times, dividing your attention between it and the movement of your hand. Use the "rolling motion" of the forearm to carry the hand back and forth along the line of writing.

Conquer your writing muscles, subjugate them to your use; weld them into a writing machine that will meet your every requirement in effective service.

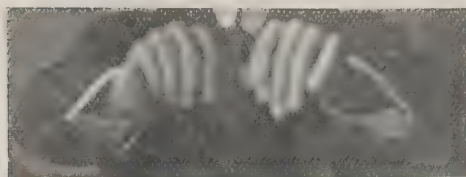
For practice work in this lesson divide the long-line exercise into three equal parts, each  $2\frac{1}{4}$  inches in length.

Retrace these short lines as you did the long one, and upon each write six small e's, as below, counting from one to six for the lines and the same for the e's.

Make e's, not mere loops, three of them per second.

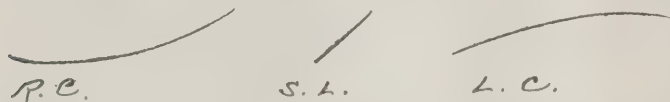






THESE ILLUSTRATIONS REPRESENT THE VARIOUS STAGES DESCRIBED IN THE BELOW MANUAL BY WHICH PUPILS MAY BE TAUGHT TO GET INTO CORRECT WRITING POSTURE.

There are but three elements necessary to the correct formation of any and all the small letters. These are here shown, and are called *right curve*, *straight line* and *left curve*.

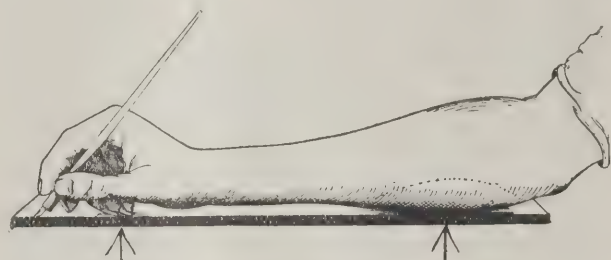


A straight line made downward is common to 23 of the small letters. We here present it for your most attentive practice. Master it if you would learn to write; without it there can be no good writing.

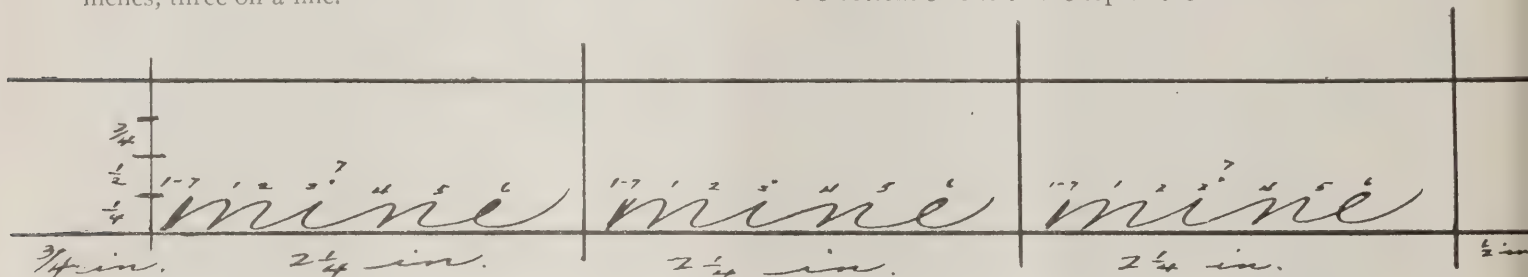
Divide into fourths the space between two writing lines.

Upon the lower of these lines at the height of one-fourth the space divided as directed and at an inclination of from 15 to 25 degrees from the vertical, retrace up and down to a count of one to seven, inclusive, seven straight lines, followed by the word "nine," written to the same count, as here shown, and extending to a length of near  $2\frac{1}{4}$  inches, three on a line.

Write this exercise rather slowly and deliberately three times upon a line, counting and moving paper as heretofore. Follow now with the word "mine." It has one more count than "nine." Practice with ever-increasing speed.



You will notice that each down stroke is a straight line. These are made by drawing the hand toward a point lying three or four inches to the right of the median line of the body and at the height of the desk, swinging lightly from the bottom of one to the top of the next.



With the thumb and forefinger of the left hand move the paper from right to left  $2\frac{1}{4}$  inches between each of these composite exercises, and back to original position, but one space higher, at the end of each writing line.

Carefully observe that the first upward stroke of "nine" emerges from the retraced lines at about one-half their height, and that the second upward stroke of "n" emerges from this letter's first downward stroke in the same manner, thus holding the letter close and compact.

Finish the "n," move slightly to the right along the base line, rising quickly into the long *right curve* of "i."

Between "i" and the second "n" lies a quite difficult compound curve (*right* and *left curves* combined).

To make this, glide to the right from the bottom of "i" in a short *right curve*, changing skilfully into an equally short *left curve* to round the top of the first half of "n."

The second half of "n" and the "e" offer no difficulty, but require careful execution; round the "n" keep the "e" open and finish it with a true *right curve*. Dot the "i" on the seventh count.

In all this work, think of the hand as a weight moved by muscular power applied to the bones of the forearm, which serve as a lever.

A close study of this mechanism will show how easy the writing act becomes when once made habitual.

Observe the immense leverage obtained, and consider how little muscular action is necessary to move the hand far enough to produce the motion we desire to record—one-sixteenth of an inch for the downward straight line.

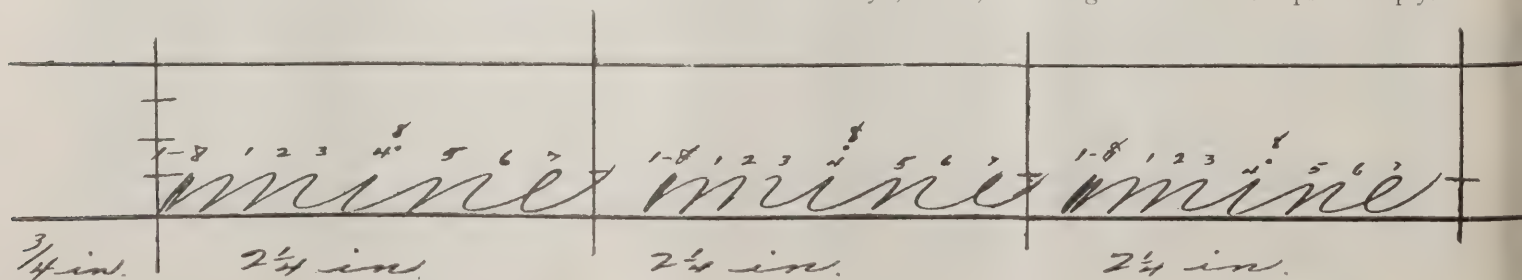
Momentum will greatly aid in securing uniformity in the slant of these down strokes.

Finish each letter of a word before moving toward the next, and deliberately complete each word before swinging into the first stroke of the one following.

Now, relaxing all muscles involved, strive for ease and consequent beauty and virile grace.

The writer will now gladly answer questions or criticize any specimens of work following last month's lesson.

Address him at Brooklyn Training School, Park Place, Brooklyn, N. Y., enclosing two 2-cent stamps for reply.



# HOME GEOGRAPHY

## A STUDY OF THE GEOGRAPHY OF BALTIMORE IN FIVE PARTS. PART IV: CHANGES IN LAND FORMS

By ERNEST E. RACE

Head of Science Department, Maryland State Normal School

(Continued from February JOURNAL.)

### 1<sup>1</sup> DIRECTION, POSITION, DISTANCE. SKETCHING.

These are necessary in order to locate places on the earth. Allow pupils to tell how to go to different rooms, to their homes, and the like. Sun and North Star as determining direction. Apply the cardinal points to objects in the room, on the grounds and in the vicinity. Draw plan of room, school grounds, home lot. Agree to place North on side of paper directly in front. When paper is placed on wall north side is up. Find and sketch some area sloping to the north to overcome the idea that north means up. Make simple representations of excursions taken, emphasizing direction, distance and scale. Represent streams and ponds. Develop method of representing land and water. Show how it is done on maps. Show the relation of sketches and models made by pupils and the maps on the wall. Discuss how streets or roads enable us to locate places. Show parallels and meridians and explain their use.

#### 1<sup>2</sup> Distance.

Pupils have very vague ideas of distance outside their every-day experiences. Pacing gives a rough estimate of distance, and will be accurate enough for most field work. However, considerable practice should be given in measuring in feet and yards. For greater distances the mile is a more convenient unit. An effort should be made to realize his unit in the vicinity and on excursions and by reference to suburbs and neighboring towns. Distances beyond the daily experiences are more easily realized in terms of time. Thus Washington is about 40 miles from Baltimore. An express train will cover the distance in less than an hour. It would take the same express about 24 days to make the journey around the world.

#### 2<sup>2</sup> Direction.

In another connection the necessity of orienting ourselves from natural objects rather than local features was emphasized. It is altogether too common to find adults deficient in ideas of direction. Recently the writer was waiting for a car on the corner of Charles and Fayette streets, when a perplexed individual asked, "Which is West Fayette street?" As he asked the glare of the afternoon sun was blinding him. Persons who orient themselves by the sun by day and the heavens by night are rarely confused in strange surroundings.

#### 1<sup>3</sup> Direction from the Sun.

The sun at local noon is due south. The shortest shadow of the shadow stick, or local noon shadow, corresponds with our meridian. It has been explained how the sun at other times of the day may be used to determine direction.

#### 2<sup>3</sup> Direction from the North Star.

Observations and work upon the North Star has been previously suggested. Polaris is always in the same spot, and marks the direction of the North Pole of the earth.

#### 3<sup>3</sup> Facts Relative to Direction.

#### 1<sup>4</sup> Pointing Toward Distant Cities and Countries.

This is not good practice. The direction we point must follow a great circle. Suppose we attempt to point east to Lisbon, which is in approximately the same latitude as

Baltimore. This means both cities are on the same parallel of latitude, which is a small circle. East is along this circle. The great circle along which we point will take us to Central Africa and to our antipodes. For short distances the deviation of the great circles and parallels is small, and consequently the error is slight.

#### 2<sup>4</sup> Direction on the Earth Relative.

It is essential that teachers appreciate that direction on the earth's surface is relative, not absolute. For instance, north is toward the North Pole, and this direction is constantly changing, due to the rotation of the earth. This may be conceived if we imagine the apex of the dome of the cathedral to be north. In walking around the cathedral on the outside at no two points is the direction of this apex the same. Of course, if the north direction is constantly changing, all the other points of the compass are likewise shifting. This effect of the rotation of the earth is essential to understanding the deviation of trade winds, the whirl in cyclonic storms, etc.

### 2<sup>1</sup> THE SEASONS AND SUN POSITION.

If observations with the shadow stick are kept up at weekly or bi-monthly intervals for one year, as suggested in Part II, the pupils will have a definite idea of the following sun altitudes (approximate for Baltimore):

September 21.....	51°
December 21.....	27½°
March 21.....	51°
June 21.....	74½°

Pupils will associate the short, cold days of winter with the sun's short path, long shadow, low attitude and slanting rays, and vice versa for summer. The pupil may not understand degrees, but he will appreciate the diagrams of the shadow stick on or near these dates.

### 3<sup>1</sup> TIME.

Time is the natural approach to the movements of the earth. Children have elementary conceptions of time. The most obvious is the succession of day and night. Soon some conception of the year is gained as the time form season to like season. The next step is gained through the shadow stick. A day is the interval from one short shadow to the next. A year is the time from the shortest or longest noon shadow to the next shortest or longest noon shadow. It is also advantageous to use the moon as marking an interval of time (28 days) from full moon to full moon. This idea will help in understanding other time units. The next step is to relate these time intervals to the form and movements of the earth as far as the lower grades can comprehend. The facts are as follows:

1. The earth is a sphere.
2. The earth rotates on its axis, causing day and night.
3. The moon revolves about the earth in 28 days, the interval from full moon to full moon.
4. The earth revolves about the sun in one year (365¼ days), the interval from shortest noon shadow to shortest noon shadow.

#### 3<sup>2</sup> Kinds of Days and Time.

Of course, much concerning time is beyond children of lower grades. It is essential, however, that teachers understand much more than they teach, in order to escape



misleading their pupils. They should know the difference between sun time and civil time.

### 1<sup>st</sup> Solar Day.

Local apparent sun noon (the instant of shortest shadow when the sun is directly south on the meridian) does not occur at the same time each day. It varies from approximately twenty minutes before twelve to twenty minutes past twelve. The exact time of sun noon may be found in the "Sun Almanac" in the column headed "Sun South." The variation in sun noon makes the interval from sun noon to sun noon (or the Solar day) a varying one.

### 2<sup>nd</sup> Civil Day.

It is evident that if Solar days are unequal in length, no timepiece could follow them. The Civil day is the remedy. This is the average of the 365 solar days. A mean sun is conceived, which moves uniformly in the heavens, and Civil noon is when this hypothetical sun crosses the meridian.

### 3<sup>rd</sup> Standard Time.

The standard time of Baltimore (Long.  $76^{\circ} 37'$  W.) is the time of the seventy-fifth meridian. In other words, our civil noon is the instant that the mean sun is on the seventy-fifth meridian. The column headed "Sun South" in the "Sun Almanac" contains the time of apparent sun noon at Baltimore in the standard civil time of the seventy-fifth meridian.

### 4<sup>th</sup> Suggestions.

At this point some suggestions may be offered.

1<sup>st</sup> *Form of the Earth.* Make clear why the earth appears flat. Tell that a globe represents the earth. Call attention to curvature. Former beliefs regarding the earth. Columbus. Teach hemispheres and locate continents as homes of peoples of whom they have heard. Locate oceans with respect to the continents.

### 2<sup>nd</sup> Rotation. Axis, Poles, Equator, Day and Night.

1<sup>st</sup> Spin a sphere like a top on the table (both teacher and pupils may do this to advantage), and it acquires axis, poles and equator. One pole is the point in contact with the table on which it spins; the other pole is a point at the top, about which all other points revolve. The axis is a line joining the poles. All points in the sphere revolve about this line. The equator is the circle about the sphere everywhere equi-distant from the poles. By spinning the sphere or ball on a different point, you change axis, poles, equator. Rotate a globe and locate the poles, axis and equator. The globe should always be held by teacher and pupils with its axis inclined, so that the North Pole points in the direction of the North Star. Otherwise, the globe does not represent the earth.

2<sup>nd</sup> Make clear that a sphere or globe at rest can have no axis, poles or equator. The earth has these because of rotation.

3<sup>rd</sup> Using a globe or sphere, rotate anti-clockwise. Use candle, lamp or sunlight, and show how earth receives light and heat from the sun. Make clear that rotation explains succession of day and night. Relation of day and night to man. Long Arctic night.

### 3<sup>rd</sup> The Lunar Month.

The simple observations and experiments suggested in Part II will help here. With a candle, lamp or sunlight, and a globe and apple illustrate how the moon revolves around the earth in 28 days.

### 4<sup>th</sup> Revolution. Inclination and Constancy of Axis.

By simple means illustrate the facts of revolution.

1<sup>st</sup> The earth revolves about the sun once each year (annual motion), just as the moon does about the earth once each lunar month of 28 days.

2<sup>nd</sup> While the earth revolves about the sun, it rapidly spins on its axis. (Diurnal motion.)

3<sup>rd</sup> The axis is inclined so that it points toward the North Star (inclination of axis  $23\frac{1}{2}^{\circ}$ ). Hold the globe in this position as you make a revolution.

4<sup>th</sup> The earth maintains this position of its axis as it revolves about the sun. (Parallelism of Axis.) Illustrate this carrying the globe anti-clockwise about a candle or lamp.

5<sup>th</sup> The why of the constancy of direction of the axis may be illustrated if it is thought best. Rapidly rotating bodies tend to keep their axis in a constant direction. This is seen in the spinning top. As long as the top spins rapidly it is able to stand upright. The gyroscope, which is a common toy, illustrates this principle still more strikingly. The earth is revolving rapidly, like the spinning top. The equator is moving at the rate of more than 1000 miles an hour. For the same reason that the top and gyroscope keep their axes in a constant direction on account of their rapid spinning, the earth keeps its axis toward the North Star on account of its rapid rotation.

### 4<sup>th</sup> Insolution.—Tropics, Arctic and Antarctic Circles.

1<sup>st</sup> *A Story.* The reason for the position of the tropics and the fact of the northward and southward swing of the direct rays of the sun may be impressed by a story.

There are three boys—three Jims—who live far, far apart. One is Jim Cancer, who lives in Cuba; one Jim Capricorn, whose home is in Rio Janeiro, Brazil, and the third, Jim Quator, lives in Quito.

Now, each of these boys made a discovery. At a certain time each year he is unable to cast a shadow at noon as he goes home to lunch. Each Jim is sure it is no fault of his. He is just as large, in fact larger, than heretofore; the sun is just as bright; yes, brighter, and much hotter, but he has no shadow at noon. Could you tell him why?

It is a queer thing. These boys do not have this experience at one and the same time. Oh, no! They take turns, three months apart. Jim Quator is always the first in the year to find himself without a shadow. In the last half of March this happens, when the days and nights are of about equal length. You might find the particular day if you tried real hard.

The robins must have known what was going to happen to Jim, for many of them are back. The non-migrating hen acquires a happier song, gets busy and brings down certain market prices, while girls get out their roller skates and boys get out their marbles and tops. What season is being ushered in, and what is the date of its birth?

Just one day Jim Quator was without a shadow. It grows gradually day by day. Strange to relate, it is on the south side of him now. I wonder upon which side you will find your noon shadow? It is strange, too, as Jim Quator's shadow grows longer and longer, Jim Cancer's, in Cuba, grows shorter and shorter, until the last of June he has none at all, and as it is so very, very hot then, he thinks that maybe it has evaporated. What do you think? You will have plenty of time to decide the question, for you will have the longest day of the year to think it over. In Baltimore from 4 A. M. to 8 P. M. we can get along without increasing the light bill. Find out what the almanacs call this day.

For just one day Jim Cancer has no shadow. After the 21st of June it begins to grow again, and matters are now reversed. As his shadow grows longer, Jim Quator's grows shorter, until September 21 he is again shadowless. About this time out in Druid Hill Park the wind begins to sing, "Come, little leaves!" What season does the almanac say has begun?

The James have always found their shadowless time



an uncomfortably hot period, hence they are always glad to see them getting longer and longer. As Jim Cancer's and Jim Quator's shadows grow longer, Jim Capricorn, down in Rio Janeiro, is growing shorter and shorter, until in December, just four days before Christmas, he hasn't any at all at noon. If we were visiting this James, we would say, "This is queer Christmas weather; it is more like July." Here in Baltimore the fathers are saying, "Well, sure enough, this is the shortest day; lights off at 7 A. M. and on again at 5 P. M. I dread the electric light bill." What do the almanacs call this day?

Now I am sure you have discovered why Jim Capricorn has his summer while Jim Cancer has his winter. It is all because Old Sol changes his work hours and the way he pitches his rays at us. The sun swings his direct rays northward to Jim Cancer and then southward to Jim Capricorn, like a great pendulum, year after year, and thus plays the strange pranks with the shadows of the three Jims.\*

2<sup>d</sup> *A Simple Illustration.* A simple illustration will make clear the experiences of the three Jims and the significance of the tropics and the Arctic and Antarctic Circles.

Place the pupils compactly in the center of the room. One may hold some object to represent the sun. The teacher has prepared in advance a globe on which the equator, tropics, Arctic and Antarctic Circles and Poles are plainly marked with chalk.

Taking her position on the north side of the room, with the globe on the level of the eyes of the pupils and its axis inclined properly  $23\frac{1}{2}^{\circ}$ , so that the North Pole points toward the North Star, let her walk slowly counter-clockwise around the pupils, keeping the axis inclination and direction constant. The pupils are in the position of the sun, and can see advantageously. One circuit represents a year. The pupils can be easily lead to see that a revolution with the axis constantly maintaining the same direction brings alternately the North Pole and the South Pole toward the sun and exposes alternately more of the Northern and more of the Southern Hemispheres.

Pausing at the initial position on the north side, name this date December 21. Note that the Tropic of Capricorn is in the center of the globe. This means that Jim Capricorn is getting the direct or up and down rays of the sun, and has no shadow at noon. All of the Antarctic Circle can be seen. This is the long Antarctic day. More than half of the Southern Hemisphere can be seen. This means that the Southern Hemisphere is having long days, and it is summer in the Southern Hemisphere. Less than half of the Northern Hemisphere can be seen. This means that the Northern Hemisphere is having long nights and winter. Only just the edge of the Antarctic Circle can be seen, while the North Pole is out of sight. This is the season of long Arctic night.

Continue half around the room to the south side. Now the North Pole is toward the sun (the class), the Tropic of Cancer is in the center of the globe and more of the Northern Hemisphere is visible than the Southern. All of the Arctic Circle can be seen, while only just the edge of the Antarctic is visible. It is summer in the Northern Hemisphere. Jim Cancer has no shadow at the lunch

hour. It is the season of the long Arctic day and the long Antarctic night.

On the next circuit of the class stop at west (one-quarter around), and at the east (three quarters around). The west position is March 21, while the east is September 21. Note that in these positions the same amount of each hemisphere is visible. The days and nights are equal. The equator is in the visible center of the globe. Jim Quator has no shadow. Make clear why the almanac calls March 21 the beginning of spring, because from now on the direct rays are in the Northern Hemisphere. Spring is the transition to summer. Likewise show why September 21 is called the beginning of autumn.

Review carefully till each pupil can place the globe in a position to represent any season.

The Arctic Circle marks the place the sun's rays just reach on December 21. The Antarctic is the circle which the sun's rays would just reach on June 21.

The frigid zones are without sunshine part of the year. The temperate zone has no period of constant night, but never has direct rays.

The torrid zone is the region having direct rays.

## HIGH SCHOOL AGRICULTURE\*

IN PUBLIC INSTITUTIONS SUBJECT SHOULD BE  
TAUGHT AS AGRICULTURE AND NOT  
AS APPLIED SCIENCE

By G. F. WARREN

Cornell University

SINCE agriculture is based on all the sciences, some persons have argued that it can best be taught by having the principles presented in the separate sciences rather than by having a new subject. This argument may sound logical, but it is utterly impracticable. Our textbooks of science are not written by persons who know much about agriculture. As soon as they go beyond a few very general illustrations they are more likely to emphasize some popular fallacy than to give real scientific principles.

Agriculture is a new and rapidly growing science. To keep all the textbooks up to date would be an impossible task. It will be difficult enough to keep the textbooks on agriculture up to date without having to revise the agriculture in the science books every year. A good textbook of chemistry is good the world over. It ought to include illustrations from agriculture as well as from all other fields of human experience to make it good chemistry, but such illustrations must be very general. Agriculture is more local in its pedagogy. The cotton plant and the apple may illustrate a certain point equally well, but in teaching agriculture we will want to use the illustration that fits the region.

Perhaps no error is more prevalent than the idea that agriculture is nothing but the application of other sciences. Even some agricultural colleges still fail to grasp the idea that agriculture is itself a science. Probably half of the best teaching of agriculture is not the application of any science except the science of agriculture. The laying of a tile drain is not physics. The training of a colt is not zoology. The grading and packing of apples is not botany.

Any school course that pretends to prepare for farming must teach the usual sciences, and ought to include in these as many agricultural illustrations as possible, but to try to give agricultural training without agriculture as a separate subject is like Hamlet with Hamlet left out.

\*Part of a paper read at the St. Louis meeting of the Department of Superintendence.

\*NOTE.—The places and circles mentioned should be located on the globe. Some interesting fact should be stated about each region.

The equinoxes are the times when Jim Quator has no shadow and when our days are of about equal length.

March 21, June 21, September 21, December 21 are the astronomical beginnings of the seasons.

The Tropic of Cancer and Tropic of Capricorn mark the places of no shadow or direct rays (up and down rays) on June 21 and December 21, respectively.

Between these tropics is the torrid zone or regions that have direct rays at some time during the year.



# SPRINGFIELD'S OPEN AIR SCHOOL

WHAT A MASSACHUSETTS CITY IS DOING TO DEVELOP THE BODY AS WELL AS MIND  
OF SICKLY CHILDREN

By MARY E. LOUD

Teacher in Charge of Open Air School at Springfield

FOR several years Springfield has felt the need of some school where anemic and nervous children, also those with tubercular tendencies, could live in the open air and still in some measure keep pace in education with their more sturdy brothers and sisters.

The Society for the Prevention of Tuberculosis and the School Board co-operated, and early in December established an open-air school. A pavilion of one room, open on all sides, but furnished with curtains for protection against storms and high winds, was erected in the rear of one of the school buildings. Two large, sunny rooms in the neighboring school building were pressed into service. One of these has been fitted up as a dining-room, where three meals are served to the children each school day. A portion of this room has been partitioned off to serve as a kitchen, and a matron is employed to cook and serve the meals. The other room is used for the noon rest. It has a southern exposure and an abundance of sunshine, and is supplied with canvas cots upon which, for an hour after dinner, the boys and girls rest and sleep.

There are bathrooms attached, containing a tub and shower bath and set bowls for washing hands and faces. The use of the shower bath has proved especially beneficial in the cases of children afflicted with nervous disorders, and it is used as directed by the examining physician. Once each week the children are weighed, careful note being made of their increase in weight. The children take a keen interest in their own improvement, as well as in that of the other members of the school, eagerly asking each weighing day who has gained the most. The one who succeeds in adding the greatest number of pounds

to his weight holds an enviable position among his associates for the ensuing week.

The social secretary of the Anti-Tuberculosis Society visits the homes of the children and becomes acquainted with the home conditions, a knowledge of which aids in the treatment of the children at school.

The following is the program for a typical winter's day: At 8.30 the boys and girls gather in the dining-room, and after their walk or ride to school enjoy greatly the breakfast of cereal, bread and butter and cocoa. After they have finished breakfast, they wrap themselves in the blankets provided for this purpose and draw on felt boots over their shoes. They then troop merrily to the open pavilion, where an hour is spent in study. At the close of the hour the blankets are thrown aside, and the children take their places on the platform in front of the pavilion, where they engage for several minutes in vigorous physical exercises. Another period of study is followed by a 15-minute free-play recess. The children are then ready for more school work, which lasts until dinner time.

They bring good appetites to the dinner which has been prepared for them. Careful attention is paid to the diet, that they may have those foods of which they are most in need. After dinner the children welcome the hour in the rest room, and the teachers have no difficulty in enforcing quiet during this period. Beginning at 1.30, the entire afternoon, with the exception of a free-play recess, is spent in work in the schoolroom. At 3.30 a light lunch is served, after which the children return to their homes.

It is a rare pleasure to note the gain made by the pupils from week to week, and to see the color glow in their cheeks at the close of a sharp winter's day spent in the open air.



SPRINGFIELD OPEN-AIR SCHOOL—CALISTHENICS.  
January 8, 1911. 9 o'clock. Temperature 5°.



SPRINGFIELD OPEN-AIR SCHOOL—INTERIOR VIEW.  
January 8, 1911. 9 o'clock. Temperature 5°.

# FESTIVALS

A MONTHLY DEPARTMENT DEVOTED TO THE EXTENSION OF FESTIVALS AND  
SMALLER CELEBRATIONS IN THE COMMUNITY WITH SPECIAL  
REFERENCE TO SCHOOLS

Edited by PETER W. DYKEMA

Director of Music and Festivals, Ethical Culture School, New York City

[Contributions for this Department should be addressed to Mr. Dykema]

## THE ULTIMATE VALUE OF THE FESTIVAL

By ANNE THROOP CRAIG

Author of "The Dramatic Festival," "The Neglected Quantity,"  
etc.

SO long as an activity is without well defined aim, its good results are partly accidental; so long as its fundamental values are not thoroughly understood, much of the power expended upon it is sure to be misdirected. In proportion as its reason for being becomes clear does its power for good become concentrated.

In hardly any new movement is the necessity of a clear comprehension of values more apparent than in that to make festivals a feature of our school life. Nothing is open to more haphazard treatment than the school festival. Its newness leaves us without the sure guide of precedent, and the very wealth of possibilities which it offers is a source of danger. Most of us are still wondering how it is to fit into our curriculum. To be sure there are a few schools in which the first difficulties seem to have been overcome; in some the true values of the festival as a feature of school life have been wonderfully demonstrated. In most schools, however, they are but vaguely believed in, and, it is to be feared, but vaguely realized. In the minds of too many teachers and parents the festival is accepted merely as a periodic exhibition to be done as cursorily and showily as possible. The idea of regarding it as the focus for any far reaching cultural development is looked upon as "faddish."

In spite, however, of the possible need of convincing this sceptical contingent, so much has been written and said about the educational possibilities of the festival that its more obvious benefits no longer need to be dwelt upon. Most of us recognize, for example, the fact that the festival may be made to illustrate history, to give insight into the manners and customs of peoples, to train esthetic faculties, and to furnish a gymnastic training of the highest order. But there is a higher value inherent in the festival, a value which, I believe, even the enthusiastic workers for it are in danger of losing sight of.

The festival is not of final value because it is a festival—a merrymaking, a celebration—nor essentially because of the incidental benefits involved in the preparations for it; the festival is of final value because, standing as the symbol of an awakening, it leads to a still greater awakening beyond itself. Recreation is the childhood of the lyric impulse out of which develop the arts; and as out of them unfolds a higher symmetry of life, so out of our recreational beginning will, or can, grow a saner philosophy of life. We are not working for pageantry, or festivals, as ends in themselves. The impulse toward playgrounds, toward lyric festivals, toward the drama in all its varied forms, is an impulse in the direction of the fuller, freer flowering of our national life.

In any secure and moderately happy social condition

people would meet for amusement—sing and dance and engage in sports as they wished—when a reasonable amount of bread-winning toil had been accomplished. Our world is so far from anything so simple and spontaneous that we must have heavily financed civic movements to provide recreational opportunity for our people. The very notion of it shows how great we have grown without realizing the unwieldiness of our mass or the soullessness of the power which motivates us. Human nature will always right itself; at a certain point it must revolt. It will not always suffer unjustly, or see suffering without protest.

The present awakening to the need of better recreational opportunities for the masses of our population is but a reflex of the astounding condition in which we have found ourselves. The cry for playground and festival is born of oppressive industrial conditions, of ill-regulated dwelling conditions, and of short-sighted, unsympathetic, irrational school management. The monotony and restriction of our life have been prolific causes of physical and mental disease. The demand for freer play for mind and body is a demand for life itself.

With this human assertion of the right to a rational amount of freedom from toil, and to the health and happiness such freedom brings, the people will gain time to stretch, to take a survey of their faculties. With intelligent beings no freedom remains long aimless; only for a short period of relaxation and getting one's bearings. As is the case with the child, who at first romps from sheer exuberance, all activity soon addresses itself to form, and form with increasingly valuable meanings. From free recreational hours must grow, to satisfy any normal being, sports, games, dances, songs—the festival, in short; recreational exercises with first a form, then an aim, then more and more a meaning, and, little by little, inspiration. The progression is from entire relaxation to physical invigoration, then to esthetic and intellectual recreation, the arts, the crafts, and so on.

Every element, then, in our popular recreational life, is precious; and the festival, as that in which recreational activities most comprehensively center, is, perhaps, the most valuable. Through it the people may see themselves, may create a picture of their aims—as in the community pageant; or they may teach and learn through it some important lesson of universal, or current, or local life; but above all they may nourish and give vent to the lyric impulse, which is the true spirit of the festival. And this is the highest value it has, the value for which it exists, and for which it is worthy of development until it does its perfect work.

We do not encourage festivals to give school children and the public one long holiday, but because, on the one hand, they give a beautiful form to holiday recreation, and, on the other, because they come to be pervaded by a spirit of which the world stands in need. For the spirit of the festival is no less than an awakener of life to that vigor and joy that the rightful share of recreation gives.



Through the lyric impulse which it engenders, it must make more keenly alive those fine, complex powers which alone round out human character and give birth, in turn, to such works as are the fine flower of a nation's growth.

The festival is a means, not an end. To keep before our eyes its highest values and aims will insure for it in the processes of its working out the greatest possible richness and depth.

The awakening to the need of recreation, of the lyrical impulse, of the arts of a richer life, and a better statehood—these constitute the signs of the coming of age of a nation. These signs are embodied in the festival movement. Where the true spirit of the festival exists there must be clear-eyed, vigorous beings, such as build a sane state. It was so in Greece.

## THE SCHOOL AND THE PLAY

By WILLIAM E. BOHN

Department of English, Ethical Culture School

PLAYS and playing fill a constantly-increasing place in our school life. In the good old days the memetic instinct of the child was sternly forbidden entrance at the school door. Under the sway of the master's ferule only "serious" subjects were allowed to flourish. But "we have changed all that." Our schools are now made for children, instead of having children made over for them. All the normal motive forces of childhood are encouraged. And among them all none shows more vigorous life than the desire to act a part and tread the boards.

In part, the play-acting instinct is used as a cultural agent. In many schools it has received official approbation as an aid in the teaching of everything, except, perhaps, the rule of three and the conjugation of irregular verbs. It makes reading a delight; it vivifies history; it gives much of our literature a new reality; it adds significance to national celebrations and school festivals. In a hundred ways it gives us a chance to introduce into our studies the self-activity which takes a subject out of books and brings it into the very life of the young learner.

In part, this instinct leads an outlaw life within our schoolrooms. The young boy or girl will act, whether he is encouraged to do so or not. If he cannot do it in one place, he will do it in another. If the teacher is nothing more than an automatic asker and answerer of questions, the pupil will seek outside the pedagogical influence the sort of activity which his young being craves. At class parties, at club entertainments, anywhere he finds opportunity, he will don a costume and mouth a part.

But whether dramatic activity be recognized as a beneficent part of our regular school work, or whether it lead a precarious existence without being aided or abetted by the powers which mold our curricula, it presents problems which cry out for solution. In the first case there is the imperative necessity for adjustment to other subjects and interests. If plays are to be given as a part of our regular school work, it is obvious that provision must be made for them in the building of school programs. If they are merely incidental to a course in literature, for example, we should be quite clear in our minds as to how much time and energy may be profitably allotted to them. If they are given as a more independent feature of school life, for example, to give meaning and grace to festival occasions, we should make such provision for them as will not necessitate their being forced upon pupils as an additional burden.

The problems connected with dramatic activity outside

the regular school work are perhaps even more difficult. Many a good English teacher has fondly fancied the pupils' dramatic taste raised above the standard of the contemporary stage by the conning of Shakespeare's mighty lines—only to see her charges, freed from her directing authority, delighting in such farces as no theatrical manager would dare offer the most easily entertained public. If, perchance, she has boldly essayed the task of substituting good modern plays for the bad ones of the young actors' own selection, she has found her task a thousand-fold more difficult than the teaching of Shakespeare. Where are the good modern plays to be found? How is one to secure cheap editions of them? Who is to cut and arrange them for use by young people? And, above all, what about the royalties which mysterious managers and publishers always stand ready to demand?

It is time to divert some of our precious energies from such alluring subjects as systems of marking or the relative values of ancient and modern languages and direct it toward some of the problems connected with the place which plays and play-acting hold, and ought to hold, in our school life. It is highly important that those who have solutions to offer should take council together.

## TWO CHAPTERS ON DEMOCRACY

HOPKINSON SMITH'S "KENNEDY SQUARE" AND  
"THE PHILANTHROPIC WORK OF  
JOSEPHINE SHAW LOWELL"

By FRANK A. MANNY

Teachers' Training School, Baltimore

IN Hopkinson Smith's *Kennedy Square* a young man's development is shown in a time of transition from an old to a new regime. Harry Rutter had the best gifts aristocracy could give him, but the new times demanded ability to meet the problems of self support and the world's need of productive labor. This youth met, after a fashion, the call and carried over into the new life without loss the culture and refinement of the class which had produced him. The author has a rare ability to appreciate equally well the ideals and achievements of two apparently opposed traditions. One wonders how far he sees the other rising waves of democracy in his story. One of these is represented by the useful agents, Pawson and Gadgem, who are fully equal to meeting the economic necessities of life, but are socially inferior. They lack the breeding and ancestry so dear to the aristocrat, and so valuable in a democracy, however much underrated by certain groups. It is evident, however, that the defect of these men is social rather than physical heredity, and the two generations since the days of *Kennedy Square* have been working in schools, settlements and other means to give to youthful Pawsons and Gadgemes a richer life as a background for their useful activities. The specialization which produced them as one type, and Harry Rutter as another, is yielding to a more social life in which each type requires in itself the advantages of both, instead of the previous often warring division of labor.

Another wave which the book suggests is the woman movement. Kate is an important factor in Harry's development, and like many aristocrats she has some advanced ideas, yet she is left at the close of the story a member still of the old regime.

It has been the work of many women to experiment upon the transition of the specialization they represent to the new era of "this ought ye to have done and not to have left the other undone." Professor Palmer's "Life of Alice Freeman Palmer"; Frances E. Willard's



"Glimpses of Fifty Years," and Jane Addams' "Twenty Years in Hull House" are among the best visions we have had into this larger life for woman. A study has appeared which will help many to see the worthwhileness of the new movement. It is found in *The Philanthropic Work of Josephine Shaw Lowell*, just issued by The Macmillan Company. The record of this woman's life shows an early entrance into the opportunities of society and foreign travel and study, and leads almost in girlhood into the thickest of the fight for the social reforms of the day. Mrs. Lowell's brother was Robert Gould Shaw, and her husband a nephew of James Russell Lowell. The husband for a time was in charge of the Mt. Savage Iron Works near Cumberland, but entered the union service at the opening of the war, where he made a brilliant record. He was killed at Cedar Creek in 1864, the day on which his commission as Brigadier General was signed.

The close of the war found many women with new interests, which the great responsibilities of recent years had thrust upon them. The question which had monopolized the attention of a large section of those people who were concerned with reform was slavery, and it seemed for the time that this no longer required their energies.

The experiences of the war had led to interest in hospitals and prisons by many to whom these were not natural concerns, so that they readily turned to the improvement of these institutions in the time of peace. Among these workers was this widow, at this time only twenty-one years of age. For forty years she proved herself a leader in the social movements in which New York did pioneer work. The various chapters show her persistent interest in state reformatories for women; state care for feeble-minded women; the Charity Organization Society of the city of New York; improved care for the insane; work for dependent children; almshouses; police matrons; the Consumers' League; the emancipation of labor; the Woman's Municipal League; tramps; civil service reform, etc.

There are many programs open to the woman of the twentieth century. In reconstructing the old system by the use of the new opportunities and materials that are at hand, many new forms are appearing, and one does well not to be dogmatic about what a woman must choose or must leave out. But whatever course she does follow, both she and her friends will find much assistance in the simple, direct narrative of the life of this earnest, gifted, useful woman citizen.

## GAMES WE PLAY



"Pease Porridge"

By  
MARY H. TAYLOR

Pimlico School,  
Baltimore County

"PLAYS of children have the mightiest influence on the maintenance or non-maintenance of laws. If children are trained to submit to laws in their plays, the love for laws enters their souls with the music accompanying the games, never leaves them, and helps in their development."—Plato.

The play activity which all educators recognize as proper and encourage in the kindergarten should extend throughout our educational system.

The aim of our schools to utilize this activity should be to make the play educational mentally, morally and physically. Mentally, by requiring a thorough understanding of the play, by demanding attention, alertness and accuracy of motion. Morally, by insisting on fair play, winning, if possible, but always honestly, and by teaching charity and all courtesy to the opposing side. Physically, by requiring the children to do well whatever activity appears in the game, by teaching bodily control through the mastery of ease, erectness and grace in carriage.

### \*KLAPP DANZEN.

Klapp Danzen is one of the most interesting as well as popular of the many Swedish dances in vogue on the playground and in the schoolroom.

On the playground it is most effective if played with partners, forming a double ring. In classrooms, where there are single desks, it can be played with the children standing in the aisles. In other rooms a group of ten or twelve may dance at the side or front of room.

I. Partners stand facing each other with right hands joined, left hands on hips, and then to first eight measures side-step to right and back to place two times.

II. At end of first eight measures the boys, with arms

folded high over chest, bow, and the girls, with hips firm, curtsy with knee bend, clap hands three times, repeat same, then to fifth and sixth measures of the second line play "pease porridge" with partner—right and left hand; each partner, with hands on hips, turns round to left to finish with three claps on the last measure.

III. Repeat number two, but instead of "pease porridge," use coquettish shaking of the forefinger, alternating right and left hand. At close (if on the playground) outside partner moves to right, the inside one receiving new partner from the left. If boys play, they take their place on the inside of circle.

### GARDEN SCAMP.

This out-of-door game is one that can be played with interest by the children in the primary grades.

One player is chosen to be gardener, and another to be scamp. The other players clasp hands and form a ring, inside of which stands the scamp. The gardener is on the outside of the ring, and carries on the following conversation with the scamp:

Gardener—Who is in my garden?

Scamp—I am.

Gardener—Who let you in?

Scamp—No one.

After the scamp has said "no one" he runs in and out of the circle, passing among the players wherever he chooses. The gardener follows in the path of the scamp, while the other players hold up their arms to let both pass. If the gardener catches the scamp, the scamp becomes the gardener and chooses a new scamp from the ring. If the gardener fails to follow the scamp, the gardener joins the ring and the scamp chooses a gardener. The gardener may be required not only to follow the path of the scamp, but also his motions.

\*From Popular Folk Games and Dances, by permission of the publishers, A. Flanagan Company, Chicago.



# MARCH POEM PAGE

Selected by MARTHA S. POPE, Friends' School, Baltimore

## THE WAKING YEAR

Lady red upon the hill  
Her annual secret keeps;  
A lady white within the field  
In placid lily sleeps.

The tidy breezes with their brooms  
Sweep vale, and hill, and tree!  
Prithee, my pretty housewives!  
Who may expected be?

The neighbors do not yet suspect!  
The woods exchange a smile—  
Orchard, and buttercup, and bird—  
In such a little while!

And yet how still the landscape stands,  
How nonchalant the wood,  
As if the resurrection  
Were nothing very odd!

—Emily Dickinson.

Come, fill the Cup, and in the fire of Spring  
Your Winter-garment of Repentance fling;  
The Bird of Time has but a little way  
To flutter—and the Bird is on the Wing.  
—Omar Khayyam, in *The Rubaiyat*.

## MARCH

In March come the March winds,  
They blow and blow,  
But just what they come for I hardly know;  
Heigh-ho! Heigh-ho!

In March come the March winds,  
They blow and blow.  
They sweep up the brown leaves  
That green ones may grow;  
Heigh-ho! Heigh-ho!

—G. W. W. Houghton.

## IT IS SPRING

The wind blows, the sun shines, the birds sing loud,  
The blue, blue sky is flecked with fleecy dappled cloud;  
How earth rejoices, the children dance and sing,  
And the frogs pipe in chorus, "It is Spring! It is Spring!"

The grass comes, the flower laughs, where lately lay  
the snow;  
O'er the breezy hilltop, hoarsely calls the crow;  
By the flowing river, the alder catkins swing,  
And the sweet song sparrow cries, "Spring! It is Spring!"

—Celia Thaxter.

## THE SUMMONER

'Twas this morning when the winds were rocking  
Larch and linden with a rhythmic swing  
That the crested woodpecker came knocking  
For admission at the door of Spring.

"Open! open!" seemed he to be saying;  
"For the portal has been shut too long;  
We are grown impatient for the Maying  
And the sweet processional of song!"

"For the buoyant outlying of brook-laughter;  
For the meadows goldening to smiles;  
For the soft green on the woodland rafter,  
And the bloom-burst down the forest aisles!"

Still I saw about me glow and glisten  
Ancient Winter's white environing,  
As I leaned in eagerness to listen  
To the sybil answer of the Spring.

Then, responsive to the bird's insistence,  
From the margin of some cloister shore  
Came a murmur up the hollow distance,  
"On the morrow will I open the door!"

Hail, thou summoner of the azure weather,  
Herald of Spring's portal backward thrown!  
With another sunrise we together  
Once again shall win unto our own!

—Clinton Scollard.

## THE WIND

I saw you toss the kites on high  
And blow the birds about the sky;  
And all around I heard you pass,  
Like ladies' skirts across the grass—  
O wind, a-blowing all day long,  
O wind, that sings so loud a song.

I saw the different things you did,  
But always you yourself you hid.  
I felt you push, I heard you call,  
I could not see yourself at all—  
O wind, a-blowing all day long,  
O wind, that sings so loud a song.

O you that are so strong and cold,  
O blower, are you young or old?  
Are you a beast of field and tree,  
Or just a stronger child than me?  
O wind, a-blowing all day long,  
O wind, that sings so loud a song.  
—Robert Louis Stevenson.

*March and It Is Spring* are from "Nature Songs for Children," published by Milton Bradley Co., Springfield, Mass.

# ALLEGANY COUNTY CONTINUATION SCHOOL

A UNIQUE INSTITUTION IN WESTERN MARYLAND WHICH AFFORDS THE COUNTY'S  
TEACHERS A MEANS FOR CONTINUOUS DEVELOPMENT

By WILLIAM HUGHES MEARNS

School of Pedagogy, Philadelphia

[Last summer it was my privilege to spend a few days at the Allegany County Continuation School, held in Frostburg, and a few evenings at The Groves, half way between Frostburg and Cumberland, where the faculty of the school had pitched their tents (figuratively speaking) in an ideally rustic stretch of woodland. My short visit to this Allegany county enterprise impressed me with the fact that here was an undertaking whose story would necessarily interest a large number of school superintendents and educators generally throughout the country, and that story, written by one of the faculty of the school, is here presented.—*Editor.*]

THIS must be a personal story. Your editor was assured when he suggested an account of the Continuation School of Allegany county, Maryland, that he would receive no educational report. The spirit of the Continuation School is not a thing we can dissect into pedagogic values. For instructor and instructed the relationship is too intricate for analysis. We might as well sum up a dear friend in terms of pounds avoirdupois or by the proportion of caloric units eaten per meal per diem. The Continuation School of Allegany county has practically no new element save one, and that is its very life, all the teachers of a community desiring mightily to know more and to do more for themselves and for the children under their charge. Each August they break into their vacation willingly; they engage special cars to bring them each day up the very back of the Allegany; they hold each instructor up to the best that is in him for four studious weeks, and in the end vote solidly for more next year.

Previous to my connection with the Allegany county work I had vowed to decline further lectures at county "institutes," especially the one-day meetings called by the superintendent, and reserve my summers for private study. My slight experience had taught me that I was unqualified. Heroic oratory on more or less relevant themes, spiced with the decidedly less relevant "funny story," was the prevailing fashion. I noted that the louder the lecturer thundered the greater the applause. I noted also that to be successful one should at regular intervals flatter the audience with not too veiled reference to the "noble profession." Or if oratory was not the vogue, the program ran to a series of condensed pedagogy on almost any topic from "the value of cheerfulness" to "the influence of Rousseau," valuable if followed up, but almost lost in the isolated once-a-year presentation.

All this, and more, I told the director when he invited me to make use of the staff in Allegany county for the summer of 1909. He declared that I did not know Allegany county, and I did not. "They've passed through all that years ago," he said; "they know the value of the 'inspirational meeting,' and they know its limitation. At present they want classroom instruction as near to college grade as possible, and they are willing to work hard to get the worth out of it."

The "faculty" was my first pleasant surprise. The director was George Drayton Strange, professor of elementary education in Teachers College, Columbia University; the psychology and pedagogy was in charge of Frank A. Manny, formerly superintendent of the Ethical Culture Schools, New York, then head of the department of education of the Michigan State Normal School, a writer of

repute in educational matters, a man who had traveled over the globe studying educational systems. With these were John W. Hall, head of the department of education, Cincinnati University; Lida Le Tall, supervisor of grammar grades, Baltimore county, Maryland; Sarah Brooks, head of the Training School for Teachers, Baltimore, Maryland. In later years were included P. W. Dykema, in charge of the music in the Ethical Culture School, New York; Levi Seeley, professor of pedagogy, Trenton, N. J., State Normal School; Harry K. Bassett, professor of English, University of Wisconsin; Alice Cynthia King of the Department of Education, University of Cincinnati and member of the staff of the Columbia University Summer School; Mary E. Laing, of Boston, author of one of the latest books on the teaching of reading; Hannah Cole and Inez Johnson of the Practice School of the Maryland State Normal School for Teachers, Baltimore.

There was not a single "orator" in the group. Each instructor had made his personal superiority felt in work distinctively educational, and each had something personal and distinctive to give. Their power was that of the classroom teacher—the quiet, persistent, unassuming day-to-day upbuilding of the instructed. It was always easy to kindle the fire of my particular subject from the glow left by the preceding teacher. So from the beginning when I met this group of notables gathered from a half-dozen States (and secretly wondered how they had been coralled into a single summer school) I never once remembered my vow to keep my vacation for myself.

From the scraps of spirited conversation I learned of the enthusiasms of other classrooms, and as well from the outspoken confessions (never to be publicly divulged) of the "daily page" of writing demanded by the course in English composition. Details I could not know, for my time was wholly taken by the eager groups of from thirty to forty each hour who seemed to say with the earnestness of Caryl's Diogenes: "Produce! Produce! Be it the infinitesimal of a product, produce it in Heaven's name; work while it is yet day, for the night cometh when no man can work!" We discoursed of the new spirit of the teaching of English; we talked with Beatrice, Bottom the weaver, Petruccio, Puck and Caliban; with Feste, the clown, we sang, "When that I was and a tiny little boy;" and we took good old English lyrics to heart and wrote some modern ones ourselves. "Produce!" was in the air. Here was the pedagogue's dream; pupil and teacher each brought up by the contagious spirit of the other, each urging which could produce the most in the fleeting time.

The natural result was a healthy fatigue both to teacher and pupil. "I am mentally below zero," exclaimed one happy little woman at the close of the first week; "my medulla is frozen out—excuse me!—it's my cerebrum, not I, that is yawning!" I cannot recollect a happier time in my classroom, nor a more benumbing weariness at the close of the day. No one but a teacher—those who have been initiated into the mysteries of the quick outflow of energy—can know that ebb of spiritual forces. How we pay for our best hours! I do not mind admitting that I did not recover until mid-September.

The work did not end with the four weeks of instruction. By special conference through local commit-



tees, much of the continuation school planning was followed by application in the two hundred and more classrooms of Allegany county. Under the direction of Mr. Manny, who was director of the school in 1910 and 1911, a five-year investigation of school curricula was carried on through general committees and sub-committees of teachers. The result was the Allegany County Course of Study, a really wonderful document that is already creating widespread interest, because it is unique as a school program worked out by the whole body of teachers. The best school systems of the country were called upon for contribution and the local needs and capabilities were studied; so it is not too much to say that the result is the best course of study that could be made at this time for the schools of Allegany county.

And even more important—that two years' study (which includes three terms of the Continuation School) has made this group of teachers again unique, for I question if anywhere in the United States is a system of education where so large a number of teachers really comprehend the scope and meaning of the material of instruction. Every other Alleghanian talks like a gifted superintendent of schools. Yet to tell them so is to stand indicted of flattery; they are not aware they are different from other teachers. Their advance has been imperceptible to themselves, like the boy's growth to the folks at home.

Outside of Maryland the Continuation School is known and studied. There was a discussion of the work in the Denver Convention of the N. E. A. in 1910. During this winter the Schoolmen's Club of Philadelphia has held two meetings on the subject. The first was addressed by Mr. Manny, in which the general scheme of the Maryland school was presented; the second by Mr. A. C. Willison, superintendent of the Allegany County schools, who showed the relation of the summer work to increased usefulness in the classroom.

And this leads to my climax. The secret of the vitality-vibrations in Allegany county is A. C. Willison, superintendent. I cannot believe that the teachers of that county are specially gifted. Two hundred and fifty specially gifted persons could never crop out in the same locality in the same century. That would be a co-incidence hard to credit. The fact is that teachers in any county are eager to advance themselves. The very act of choosing the calling proclaims them as persons peculiarly fitted to strive toward a great ideal. The difficulty is always to find a good, indomitable, wise idealist who is at the same time practical, patient, unswerving and independent. Superintendent Willison came from his studies in Teachers' College with a clear vision of what is most needed in any community, an instructed band of enthusiastic teachers; and his great Lincolnian common-sense gave him the gift to know how to bring that inspired group into being gradually, naturally, by causing to be awakened in them the desire to be each year something better, worthier than the year before.

The Continuation School of Allegany county and all its marvelous democratic results is the thought of Superintendent Willison made real, but the reality is the willing service of each of the individual teachers that has made its success possible. The future should hold as much in store as the past. The teacher's work (like woman's) is never done. There is no time when she may say, "I know enough." Improvement is a continuous process. All great teachers are students for life; that is the sort of profession they have chosen, for it deals with the ever-unsolvable mysteries of living, and to stop is to give up. The Continuation School for Teachers of Allegany county, Maryland, is not composed of the material that easily gives up. Here's a good friend's wish that it may long continue.



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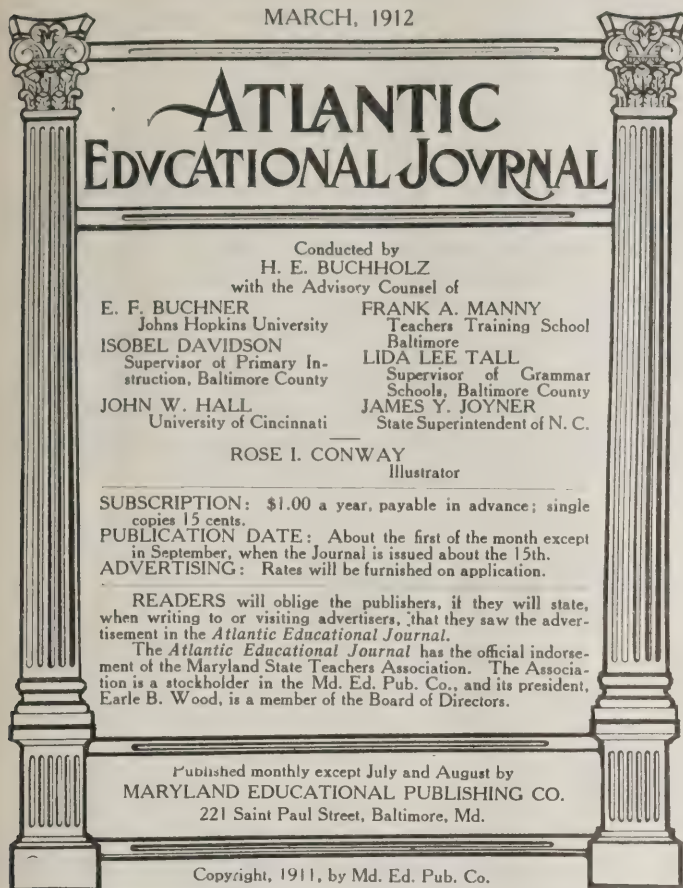
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**ROSE I. CONWAY**  
Illustrator

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One of the most interesting accomplishments of the Department of Superintendence (National Education Association) at the St. Louis meeting last month was the rescinding of its action of a year previous, when, by a nominal majority, a resolution in favor of the proposed new phonetic key was passed. The initial action, favorable to a new and untried phonetic alphabet to take the place of the familiar Webster key, was little more than a thoughtless compliment to a few scientists and pseudo-scientists who had busied themselves just before the 1911 meeting (presumably for purely unselfish reasons) on behalf of the new key. After the Department's somewhat hasty action of 1911 a thorough investigation of the relative efficiency of the new key and the Webster key was made, and this investigation showed that the Webster key is far superior. Therefore, after a year of testing and discussing the new key, it was rejected. At the meeting last month several surprising facts were brought out: (1) The advocates of the new key had been unable to agree among themselves and had accepted, under temporary truce, a compromise key which was the one offered; (2) They had neglected to confer with practical schoolmen to get the views of those who would have been expected to use the new key if it had been finally adopted; (3) They not only failed, but opposed any psychological and pedagogical testing out of the new key in order that it might

be determined whether its merits were fancied or actual. It would appear, therefore, that the rebuke given them at the meeting last month was both just and deserved.

\* \* \*

Legerdemain demands of those who would successfully practice it, the ability to divert an audience's attention from the principal object to a secondary or imaginative one in order that the principal object may be manipulated without detection. The people are led to watch closely the performer's left hand, which is supposed to hold the egg, while he conveys it (actually held in the right hand) to his mouth, from which it will shortly be ejected to the accompaniment of a chorus of "Oh's!" But not all sleight-of-hand tricks are performed by magicians parading as such and appearing only on public platforms. In Baltimore, for instance, a nice, dignified school board is doing some wonderful tricks of legerdemain. Right before the eyes of the people they propose to transfer, undetected, a school system from a stand of merit and efficiency to a little dark cabinet of politics. In order to divert attention from the mechanism of the trick in main, some side tricks must be performed, and one of the most fascinating of these is the late move to rescue from cupboards and cabinets in the various school buildings numerous wagon loads of "idle" books. These books are now being carted from their respective schools to a central warehouse, and if all the wagons carrying the "idle" books were placed one before another in a row, it would make a most remarkable row of wagons with books. The rescue of these books is a little trick which the performers perform under the name of "economy," but, as a matter of fact, in order that as many volumes as possible may be gathered into the warehouse for "idle" books, a number of schools are being deprived of their supplementary reading texts. There are school commissioners to whom supplementary texts and unnecessary books can be but one and the same thing; and there are other commissioners to whom supplementary texts loom up as of really more importance in the training of children than the regular textbook; but the latter class would not be guilty of carting supplementary reading books off to a central warehouse. Of course, it is understood that schools may borrow these books from the central depot. It may take two weeks to get the books; or, after an even longer period of waiting, the teacher asking for certain supplementary texts may be advised that they cannot be found; or—but what cares the magician about these little problems, when he is so successful in distracting his audience's eyes away from his tricky right hand?



Every investigation so far made into the condition of our public school buildings has revealed a deplorable state of affairs. It has been found with a large majority of the structures inspected that the children of this country are required to spend from four to six hours each school day in buildings that not only are unsafe; but which are poorly lighted, insufficiently ventilated and generally unsanitary. A ridiculously small percentage of the buildings have been constructed with a view to aiding the child's mental and physical development; but most of the school structures are a constant threat against the health of pupil and teacher. That the American people are awakening to the need for more sanitary and better planned schools is in-

**DEMAND FOR NEW  
NORMAL SCHOOL.**

dictated by the interest taken in all investigations along this line. While on the subject of more adequate buildings for the public school systems, note may be made of a bill now before the Maryland Legislature which calls for the appropriation of a sufficient sum to erect a modern normal school near Baltimore. The future of the State is largely dependent upon the way in which those now being trained as teachers shall perform their duties when they get into school work. That pupil who is ultimately to enter the teaching profession is the one who should be of most concern to the State, and there is no ground for hesitancy on the part of the legislators who will be called on to pass this measure by which Maryland is to be given a strictly modern institution for the training of her public school teachers.

## A BIT OF CHILD STUDY

A PAGE FROM THE LIFE OF AN UNFORTUNATE BOY THAT REVEALS SOME OF THE PROBLEMS CONFRONTING A TEACHER

By LAURA LEE DAVIDSON

Baltimore Public Schools

"SAINT ANTHONY is for lost things; Saint Joseph for your heart's desire, and Saint Jude will help you in despaired-of cases."

So asserts old Nurse Martha, whose faith in the kind saints is as firm as her brown hands are tender. At the extreme point of discouragement, when the heart has failed, there is still, in her theology, a place of final appeal. Saint Jude, she believes, will care for the one that is almost lost.

Knowing nothing of his history, and speaking with reverence, it has occurred to me to wonder whether good Saint Jude was not, in life, a teacher. We deal with many despaired-of cases; perhaps the holy man knew something of our struggle.

One such instance comes to mind, a case so unpromising at its beginning, but so steady in its improvement, that it has served me as a constant inspiration and reminder.

In January, 1910, there came to School 54 by transfer a very marked example of neglected childhood. Starved, dirty, stupified, the boy brought a record for truancy, dishonesty and almost every other kind of misconduct and disgrace. It was a case for Saint Jude indeed.

Crouched in one of the small second-grade seats, he looked so like a trapped animal that my courage failed at sight of him. What, I wondered, were his thoughts as he sat there in forlorn stupidity; what his exasperation as he realized that there was no way of escape, and that he must, once more, try to adjust himself to a new environment and find out what another "crank teacher" wanted of him. It is probable that my pity was wasted, and that he had no thoughts worth the name—only a dull resentment at his captivity.

Fortunately, there was an unopened and particularly obstinate box of Speer's blocks in the room, and to Joe was assigned the task of taking out that material, more for the sake of giving his long limbs the relief of motion than for any other reason. He worked away for half an hour. When he finally succeeded in opening the box, the ice was broken—as was the box top; but the boy had begun to hold up his head. For the next few days ingenuity was sorely taxed to find enough manual work to

keep Joe busy, and never in the history of any week were the windows raised or lowered so often nor the tables moved so much.

On the group principal's next visit he was shown the new member. He agreed at once that this was a case for the ungraded class: a boy, presumably 14 years old, who could not read, could not write, could not solve the simplest problems in second-grade arithmetic. Here, indeed, our duty was plain; to the ungraded class this unfortunate should go, and that without loss of time.

Then was the picture of the move painted in glowing colors, and offered to Joe with all the stock allurements. We told of the kind lady, only too glad to help a backward boy, one who had unlimited opportunity to push him along because of the few pupils in her charge, and Joe listened in silence, turning on us an unbelieving eye.

He made no protest, but next day came the following note, an appeal not to be resisted:

"To Joe's Teacher.

"Dear Miss—Joe has been changed around so much that he does not prefer any new teacher. He is going back to Atlantic City in a couple of weeks, so you will not have him long. Please to keep him. He has taken a liking to you.

"HIS UNCLE."

So this waif became a permanent attachment to the class, and, seated on a man's-size chair at a table in the corner, surveyed the proceedings from a safe point of vantage.

For the first week he did nothing, then he began bringing grimy copies of poems for inspection.

"I done this," he would say, with an anxious look, in piteous effort to prove that somewhere he had accomplished something. Not more than one word in six was written correctly, and it is doubtful if their own authors would have understood those verses through Joe's transcription.

"There's no dew left on the daisies and clover," he had written with a shaking hand and a rebellious spirit. What were "brave marsh marybuds" to him who had played in

gutters all his life? Those verses could have meant little to this hulking boy, who had all a man's knowledge of the evil life of the city streets; but if the sight of such work satisfied this new taskmistress, he might, perchance, escape the tedium of its repetition.

Little by little we learned Joe's wretched history. The school records said that he was 14 years old; his father declared him 16. He had been pushed about from one poor home to another, as each unwilling guardian tired of him—continually moving on, unwelcome everywhere. Motherless, worse than fatherless, always half starved, always insufficiently clothed, it is not strange that the boy was imbecile and hopeless. The record of his wandering through the schools of Baltimore would make a long story; the description of the place he lived in is unprintable. Abject poverty, naked vice, loathsome disease surrounded him; but, in spite of all this, Joe began to improve.

When he entered the class he was dirty; after the first remonstrance he kept himself clean, and although he could do little to improve his wretched clothes, his skin, hair and hands were always thereafter well scrubbed and shining.

He came armed with one of those pathetic little attendance books in which parent and teacher must daily vouch for the child's presence in the schoolroom. Not once did Joe forget to bring that book for my signature, and, notwithstanding his previous record for truancy, he was absent only three half-sessions in February and March.

Without our knowledge he was moved once more. By accident we learned that he had been walking two miles to school in bitter weather on shoes whose condition must have made that walk a torture. Some days he had dinner, more often he had none; still, he struggled on, and very soon his efforts began to bring results.

In two weeks he could read with some intelligence, and could write legibly. It is not probable that he was much interested in such sentences as "Mary has a pretty doll," "See my white dove;" but, in the lack of ability to deal with more difficult language, he plodded patiently on.

Arithmetic was easier for him, and very soon he worked his way from second to third grade in that one study, going to another room for the number period and returning to solve his problems at his own seat. Joe's pride in those papers, and his important air as he sat in his corner ciphering away, were sights to touch the heart.

Of course, in dealing with these special cases there is always the danger of treating them sentimentally because of their strong appeal to our sympathy; but Joe was not coddled, nor did he incur the dislike of his fellows by becoming a "teacher's pet." We know that children and other young animals thrive best when let alone to a certain extent. Even forlorn creatures, like poor Joe, cannot stand too much notice, and begin to think themselves rather fine fellows if brought forward too prominently. So, beyond a general kindly attitude on the part of his teachers and proper help over hard places, he was not singled out for special attention, nor was he led to consider his regular attendance an extraordinary virtue. In his helpfulness he was fed and clothed, but in the classroom he was left to work out his own salvation, only without the fear and trembling.

By the end of the second month the Charity Organization Society had become interested in this case. The Children's Aid Society had promised to find a farm on which the boy could spend the summer, away from his old temptations, and the father had almost consented to give up the pittance that Joe earned, and let him go. Then one day his place was empty and we saw him no more. Investigation had been pushed too close; the father had

become alarmed, and the boy had been sent away so far that our city law could not reach him.

The record of a failure? Yes, perhaps; but the story, also, of a good fight, and we who watched it wondered that, in the face of such tremendous odds, this boy could gather strength to make so brave a struggle. We hoped to do much for him; but, after all, it was he who taught us, for the sight of his patient figure, bending to his tasks, so earnest, so docile, so willing to give us his poor best, rebuked impatience and strengthened our faith in the persistent power of good. Joe has gone, but other despaired-of cases will profit by the lesson that he taught.

One day, coming suddenly into the schoolroom, I found him with his back against the wall scowling at a group of jeering little imps of mischief that were tormenting him.

"Frog-face, frog face," they were calling. "He looks like a frog."

In a moment I saw the likeness. With his low, receding forehead, flat nose and wide, square mouth, the boy did look like a frog—heavy, dull and ugly. Then, as my presence sent the teasing children scurrying to their seats, he raised his head and looked at me, and suddenly I began to think of the old fable of the king's son, changed by the power of a wicked witch into a frog, but a frog with human eyes. I remembered the many hard tasks and bitter trials through which that poor creature finally won back his manhood and his kingdom, and I felt anew the beauty of that world-old allegory.

These helpless ones—how heavily they lie upon our hearts, how great is our responsibility toward them! For if, as we believe, in each of these neglected children, with his animal face and his evil tendencies, a king's son is imprisoned, then our problem is this: to find a way in through the darkness to this lonely captive, and, in the words of the Great Teacher of us all, to "loose him and let him go."

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# ARITHMETIC TESTS

## INTERESTING FACTS BROUGHT OUT AT A DISCUSSION OF THE STONE AND COURTIS TESTS BEFORE THE EDUCATIONAL SOCIETY

“STANDARDS of Efficiency in the Teaching of Arithmetic in the Elementary Schools” was the topic of a discussion at the March meeting of the Educational Society of Baltimore. The program was made up of two parts: (1) Brief discussions from representative points of view, consisting of talks by Quincy Bent, assistant to the president, Maryland Steel Co., on “The Point of View of the Industrial World,” Raymond D. Steele of the United States Fidelity & Guaranty Co. on “The Point of View of the Commercial World” and “The Point of View of a School System,” by Albert S. Cook, superintendent of schools of Baltimore county; (2) The presentation of two tests for measuring arithmetical ability in the schools, with Miss Isobel Davidson discussing “The Stone Tests” and Miss Lida Lee Tall speaking on “The Courtis Tests.”

In the discussion the following facts were brought out:

### I. THE STONE TESTS.

Results shown by the tests:

1. Diversity: variability of *scores* among systems in both fundamentals and reasoning; variability of *mistakes* of 14.5 per cent. to 4.7 per cent. in fundamentals, and 45.17-14.4 per cent. in reasoning; variability of time expenditure from 509 to 1854 work minutes, a difference in course of study excellence which can hardly be put in words.

2. The product of the work of the first six grades should be uniform, by common consent.

3. A need is shown for standards of achievements, and such work as this present study should aid in standardizing the work in arithmetic.

4. There is no *one* factor that produces abilities. The course of study may be the most important factor, but it does not produce abilities unless taught. Time may be expended in arithmetic, but it may show no material result. Indeed, the lesser time cost showed a greater gain in efficiency. The best distribution of time among the grades has not yet been determined. Several systems doing well with a small amount in the lower grades suggests that a larger amount is not essential.

5. Essential conditions for successful teaching are children and teachers of usual abilities, a reasonable time allotment, intelligent supervision, and adequate measuring of results.

### II. THE COURTIS TESTS.

Genesis of comparative testing is as follows:

1. Dr. J. M. Rice suggested the original idea of comparative testing. 1897.

2. Dr. C. W. Stone added the features of carefully prepared tests and standard conditions. 1908.

3. Dr. S. A. Courtis contributed the plan of tracing the development of the ability tested through successive grades. 1909.

### Results.

Tests have been given in 60 schools in 10 States from New Hampshire to Kansas, from Michigan to Virginia, and 9000 individual scores were received for tabulation. So the conclusions are based on:

- General features of the returns of a single school.
- The data of many schools.
- Facts shown about the organization and peculiarities of the individual mind.

### In General.

Forty per cent. of any class will in score *fall below* the average of the next lower grade.

Twenty-five per cent. below the average of the second lower grade.

Ten per cent. below the average of the third lower grade.

Thirty per cent. will *exceed* the average of the *next higher* grade.

Twenty-two per cent. will *exceed* the average of the *second higher* grade.

Ten per cent. will *exceed* the average of the *third higher* grade.

This condition exists in all schools—private, public, city, county, American and English—and must be due to the inherent differences between individuals.

*Relative degrees of difficulty in the four (4) operations—addition, subtraction, multiplication and division.*

Fundamentals:

Addition is hardest.

Multiplication or division less difficult.

Reasoning:

Multiplication is hardest.

Division less difficult.

### Reasons for this in fundamentals.

Multiplication and division are more complicated processes than addition and harder to teach.

It often happens that addition is much neglected after the class is once fairly at work on long division.

Incidental emphasis of the teacher in the grade on one topic or another often shows in the high-school classes and operates to make the best efforts of the teacher of no avail.

Class and teacher too often attack the problem of correction blindly and at a place that may need no correction at all.

The value of all-around, complete training in the early grades in determining general ability in the later grades is very great.

# EDUCATIONAL NEWS NOTES

## PARAGRAPHS CONCERNING THE ACTIVITIES OF INDIVIDUALS AND INSTITUTIONS IN THE HOME AND FOREIGN FIELD

*Miss Davidson at University of Virginia.*—Miss Isobel Davidson, supervisor of primary grades for the Baltimore County Public Schools, has accepted a position to teach primary methods in the University of Virginia

tical training of the mentally and morally abnormal, with special reference to children. Teachers will find several courses especially adapted to meet their needs and problems, such as the courses in English Composition,

unusual literary merit, are a course in Shakespeare by Professor Neilson of Harvard University, and a course in English Poetry by Professor Alden of the University of Illinois.

*The Dartmouth Summer School.* after ten successful years under the direction of Prof. T. W. D. Worthen, is to be reorganized and made an integral part of Dartmouth College. To this end the trustees of the college have recently appropriated a generous sum for its support. Professor Worthen having retired from connection with Dartmouth to accept appointment to membership on the New Hampshire Public Service Commission, the directorship of the reorganized summer session has been given to Prof. W. V. D. Bingham, formerly of Teachers' College, Columbia University. Professor Bingham occupies the chair of Psychology and Education formerly held by Professor Horne. His plans for the coming summer session include several additional courses designed especially for high school teachers, as well as a large variety of instruction in the regular college branches.

*Change at University of Virginia Summer School.*—Mr. Charles G. Maphis has been appointed professor



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31						

Summer School this year. The director of the Summer School is laying special stress on the work of the primary grades. Miss Davidson is one of six teachers who will have charge of the first four grades.

*Harvard Summer School.*—The Harvard Summer School this year offers several new courses which will especially appeal to teachers, physicians, nurses, and those having to do with the training or care of young people, or with abnormal children. The course in Vocational Guidance, first given last summer, attracted much attention and the students who took it in 1911 found that it was of great assistance in helping them to solve the problems which arise in giving advice to young people about to start out on their careers. A second course of special nature will be given by Dr. William Healy, the director of the Juvenile Psychopathic Institute of Chicago, which will deal with the pra-

French for Teachers, Civil Government, Ancient History, Latin for Teachers, Logarithms and Trigonometer, and Educational Psychology. Two new courses which have never been offered before, and which are of

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FOR CIRCULAR, ADDRESS

E. F. BUCHNER, - - - - Director

of Secondary Education and director of the University of Virginia Summer School to succeed Dr. Bruce R. Payne, who was recently elected president of Peabody College for Teachers. Dr. Payne gave serious attention to courses of instruction, to methods of teaching, and was particularly careful to collect at Charlottesville a faculty of experienced and well qualified educators. These features all combined to make the school one of the very best summer institutions in America. During these years much of the success of the school's internal work was due to Mr. Maphis, who, as registrar, was associated with Dr. Payne from the beginning of the Summer School. He, of course, has an intimate acquaintance with all of the details of the work, and his training has been such as to prove most beneficial to every department of the Summer School. Naturally, then, when Dr. Payne was elected president of the Peabody School at Nashville, Mr. Maphis was chosen to succeed him at the University. Mr. Maphis received

his early training in the secondary schools of Northern Virginia, and was a student at the University of Virginia. He is a graduate of Peabody College. After serving for some years as high school principal in Virginia, in 1905 Mr. Maphis was appointed a member of the State Board of Examiners. This gave him an opportunity for great constructive service to the school system of Virginia, and also brought him in the closest possible touch with every-day school problems, both in cities and in the rural sections. He served as president of the Board of Examiners up to the fall of 1911, at which time he took up his duties at the University. In addition to his important work as examiner Mr. Maphis has acted for the past two years as secretary of the Virginia Education Commission, and this has given him additional opportunities to become thoroughly familiar with certain larger phases of our school questions.

### *Baltimore County Arithmetic Test.*

On February 20 the following notice was sent to all the Baltimore county schools: "Tests to show the arithmetical ability of the children of the sixth, seventh and eighth grades of the Baltimore county schools will be given at the office, 300 North Charles street, March 6, at 3 P. M., as follows:

I. TEST FOR SPEED AND ACCURACY IN FUNDAMENTALS.—One sixth, one seventh, one eighth grade pupil from each of these grades in a school may enter. If the school cannot send a representative from each class, it may send one from the sixth, or one from the seventh, or one from the eighth. A trophy for the school will be given to the winning contestant in each grade group.

II. TEST FOR SPEED AND ACCURACY IN REASONING. — One sixth, one seventh, one eighth grade pupil from each of these grades in a school may enter. If the school cannot send a representative from each class, it may

send one from the sixth, or one from the seventh, or one from the eighth. A trophy will be given to the winning contestant in each grade group. The contestants in the reasoning test may be the same pupils who are entered for Test I, or other pupils may be entered.

Each contestant must wear a card or cards registering the test or tests for which he is entered, and his name, school and grade. Example: John Doe will enter the two contests—the Fundamentals and the Reasoning. He will wear two cards:

## CARD I.

*Test in Fundamentals.*

*John Doe.*

*Seventh Grade.*

*Highlandtown School.*

## CARD II.

*Test in Reasoning.*

*John Doe.*

*Seventh Grade.*

*Highlandtown School.*

On Wednesday, March 6, 1912, 200 pupils of the Baltimore county schools came together for the test. Enthusiasm ran high, and I do not believe children anywhere could have shown more poise, more initiative and greater co-operation than did these sixth, seventh and eighth grade boys and girls. For two years *speed-and-accuracy* tests in the fundamental processes have been given in the schools. The purpose is to secure the greatest efficiency at the smallest time cost to the system. In the April number of THE ATLANTIC these tests will be discussed at length.

L. L. T.

*Health Exhibition.*—A public health exhibition, conducted in Baltimore by the Medical and Chirurgical Faculty, continued for three weeks, with a daily attendance of about 300 persons. Greater interests was shown in it than in any similar exhibition of its kind ever held in the city, and a great deal of good was unquestionably done by disseminating among the public the kind of information which will enable persons to avoid diseases. A number of school children were in attendance at every session, and hundreds of pu-

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pils of the high schools studied the exhibition closely with a view to writing essays upon it, the faculty offering cash prizes for these essays. Next year it is probable that an exhibition on an even larger scale will be held. This year the display covered as wide a field as it was thought the average person unfamiliar with medical science could grasp.

*Rumor Concerning Amherst Presidency.*—Prof. James H. Tufts of the department of philosophy of the University of Chicago, according to reports recently circulated, has been offered the presidency of Amherst College.

*Free Lunches for Pupils.*—In Rhode Island a law has been enacted by the legislature now in session to provide free meals for school children. The conditions under which meals are to be provided are not reported, and information in regard to the detail of the law and its practical operation will be awaited with interest.

*Hopkins Professor at Columbia.*—Dr. John B. Watson, professor of experimental and comparative psychology, Johns Hopkins University, will give courses at the summer session of Teachers College, Columbia University, in 1912.

*Danger from Second-Hand Books.* The February number of *The Crusader*, the organ of the Wisconsin Anti-Tuberculosis Association, calls attention to the danger of spreading contagious diseases by the use of second-hand school books, especially such as are imported into the community.



Books, it is said, cannot be effectively disinfected, since in order to do so it would be necessary to fumigate each leaf. The almost universal habit which children have of moistening their fingers in turning the leaves greatly increases the danger of promiscuous use of school books, and it suggests that the apparently inexplicable appearance of an epidemic of scarlet fever or diphtheria among school children could be frequently traced to germ-laden books. There is but one way to treat filthy books, and that is to burn them. In districts supplying free textbooks this can readily be done, but where pupils supply their own books these are often handed down from child to child, and are traded or bought and sold among children of different families, and the problem of getting rid of dirty books is not easily solved. A campaign of education is apparently needed which shall insure clean books for the children of Wisconsin, such a campaign as that which has banished the common drinking cup. So far as imported second-hand books are concerned, *The Crusader* suggests the enactment of a law forbidding importation.

*Wicomico County Teachers Meet.*—The Wicomico County (Maryland) Teachers' Association held a very successful two-day session this month. The attendance was 121 out of a total membership of 127. The meetings were held at the High School Assembly Rooms, J. Frank McBee, principal of Sharptown High School, presiding. The School Board and other officials attended and discussed education, discipline, health and other topics. Most of the time was spent in discussing the establishment of a department of agriculture in all the schools of the county, with higher branches of the study in the high schools. The association entertained three of the faculty of the Maryland Agricultural College—Prof. Charles S. Richardson, Prof. W. T. L. Taliferro and Prof. Herman Beckenstrader—whose talks on agriculture were well received.

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The Summer Session of the University of Colorado combines the advantages of one of the strongest summer schools of the country with the attractions of beautiful mountain scenery and a cool, invigorating summer climate. Write to the Secretary, Boulder, Colorado, for full information.

*Commencement Orator for Tome Institute.*—Prof. Howard McClenahan of Princeton University has accepted an invitation to deliver the commencement address to the graduating class of the Tome School for Boys June 10. Professor McClenahan is a native of Port Deposit.

*Columbia's School of Journalism.*—Talcott Williams, LL.D., editor of the *Philadelphia Press*, has been appointed director of the School of Journalism at Columbia University, endowed by the late Joseph Pulitzer, according to announcement made at the university March 10. John W. Cunliffe, D.Litt., head of the department of English at the University of Wisconsin for the past six years, will be associate director of the school, which will open September 12 next. Instruction will be carried on in temporary quarters, as the building now under construction at Broadway and 116th street will not be completed before the summer of 1913.

*New President of Wilson.*—Dr. Anna J. McKeag, head of the department of education in Wellesley College, has accepted the presidency of Wilson College (Chambersburg, Pa.), and assumed the duties of her new position on February 1. Miss McKeag will retain the work in education at Wilson College, and hopes to make that department a vital force in the work of the institution and a powerful influence in the educational life of the Middle States. Miss McKeag's work in Wellesley will be continued by Dagny N. Sunne, Ph.D., formerly of the Woman's College of Alabama, who has been appointed instructor in the history and principles of education for the second semester.

*Defective Teeth Among School Children.*—Out of 3332 school children in the schools of Racine whose teeth were recently examined by dentists of that city, it was found that 2750 had teeth which needed attention. As a result of the examinations 593 children have already had dental work done.





# Books and Magazines

**Thoughts on Education.** Chosen from the writings of Matthew Arnold. Edited by Leonard Huxley (pp. XVIII + 292. \$1.50 net). The Macmillan Company, New York.

Leonard Huxley has assembled over two hundred selections bearing on education from the works and letters of Matthew Arnold. The range is from "Needlework Schools" through "Delusive Examinations" to "The English Character" and "The Humanizing Touch." Not only the various inspection reports, but also those illuminating and life interpreting essays written by Arnold are drawn upon. The material is arranged chronologically, so that the more careful student will have an excellent means of following the development of this "critic of educational ideas and educational methods who could appreciate the best in them while exposing their defects." This is a book of help and inspiration.

F. A. M.

**Great Educators of Three Centuries,** by Frank Pierrepont Graves (The Macmillan Co., New York), is evidently a by-product of the author's work on a history of education in three volumes, two of which have already appeared. "I have felt that an account of the life and work of the men who, during the past three centuries, have introduced various innovations and reforms into modern education might contain interest and value for many who would never read a more comprehensive and unified production."

Dr. Graves makes his best contributions in the closing sections of the various chapters—these are of unequal value. Probably the one on Froebel's principles is one of the best. There are graded bibliographies—one would expect under Froebel to find Miss Vanderwalker's *Kindergarten in America* and under Pestalozzi W. S. Monroe's *Pestalozzianism in the United States* (the chapters of this which appeared in Education are referred to.)

F. A. M.

Dr. A. C. Perry has published several works on education in recent years. The largest of these is **Outlines of School Administration** (The Macmillan Co., New York). It follows "a spiral plan involving repeated review of the systems of the various nations treated, instead of one which would dispose of the schools country by country." The main divisions are school organization, direction, supervision, management and class management. The problems of organization are discussed under "The Organic Structure," "The Curriculum" and "The Home of Public Education."

In view of the fact that this wide range of subjects is considered with reference to such countries as New Zealand, Australia

and the various States of South America, as well as those more commonly referred to, it is probable that the book will have a greater use as a reference rather than as a textbook. For this purpose it will be very serviceable—there is an extensive index and a good bibliography. It seems strange that the latter does not include Sadler's English Education Reports.

F. A. M.

The intention of **Selections from Huxley** (Ginn & Co., New York. 82 pp., 25 cents) is to meet the plans of the Committee on College Entrance Requirements. This use of the material in the high school will help to a better experience background for natural science courses and will bring out the relations between those studies and the humanities. Apart from this service, the book will be valuable in history of education classes and to teachers for their personal and class studies. The selections made are from the Autobiography, On the Advisableness of Improving Natural Knowledge, A Liberal Education and Where to Find It, and On a Piece of Chalk. A similar double service will be rendered by Milton's **Of Education, Areopagitica and the Commonwealth** (Houghton-Mifflin Company, New York. Pp. 205, 40 cents.)

## Backward and Feeble-Minded Children.

By E. B. Huey. 221 pp. Illus. \$1.40. Warwick & York, Inc., Baltimore.

## A Clinical Study of Retarded Children.

By J. D. Heilman. 106 pp. \$1. The Psychological Clinic Press, Philadelphia. 1910.

Both of the above studies are fruits of the clinical application of psychology in the study of mental deficiency, but they differ widely in standpoint, method, results and reliability. The first one is based on the intensive study of a few (35) selected border cases of arrested or impaired mental development. The second is based on the extensive or more superficial report, observation or examination of a large group of retarded public-school children. The first utilizes the procedure of the modern clinic (hereditary, home and school history, present mental and physical condition, and anthropometric and psychological laboratory tests), while the data of the second come largely from teachers' and principals' reports, and hasty observations or tests by the author. The results of the first are given almost entirely in the form of *case histories*, while the treatment of the second is *statistical*. The influence of the "personal equation" probably plays a larger role, as far as concerns the evaluation of the data, in Heilman's than in Huey's work.

Dr. Huey's case histories demonstrate anew the futility of trying to lay down any rules or principles universally applicable to retarded or feeble-minded individuals. The individual differs among subnormal children are perhaps as striking as among normal children. Clinical studies such as these

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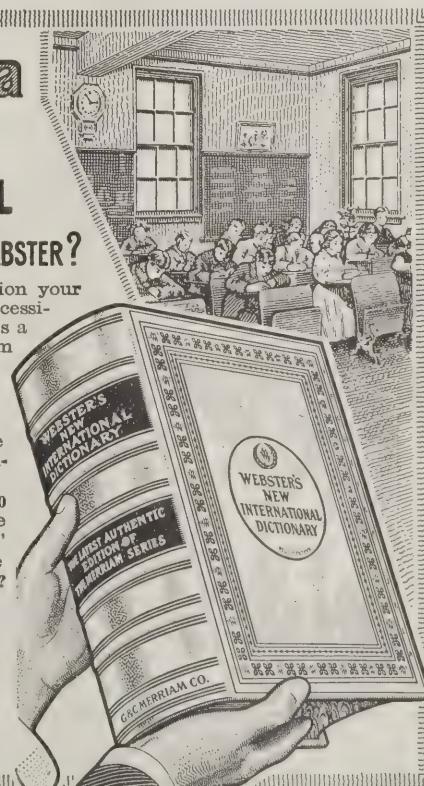
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must, of course, be made of each child if we would diagnose his condition correctly and treat him scientifically. Besides the case histories, which occupy the larger part of the volume, Huey's book considers the classification of mental defectives, their division into groups and the mental functions which should be observed and tested in psycho-clinical examinations. It also contains a very suggestive syllabus for conducting such examinations. The book represents a valuable piece of pioneering in clinical psychology, and commends itself to all who are interested in the scientific study and treatment of subnormal individuals.

Heilman has determined for the cases studied the amount of retardation and its distribution in the various grades, and has attempted to determine the extent to which various physical and mental factors are responsible for the retardation, and the manner in which various conditions and factors correlate between themselves. It is an observational and statistical method of attempting to determine definite causes for mental dullness, rather than the experimental method used by the reviewer of trying to determine the extent of the improvement in the mental efficiency of the child which may take place when the retarding factor is removed by remedial measures.

Both monographs should be in the hands of all students interested in the investigation of arrested mental development.

J. E. W. WALLIN,

School of Education,  
University of Pittsburgh.

**The Spirit of Social Work**, by Edward T. Devine (Charities Publication Committee, New York. \$1.00), affords an excellent means of rounding up many phases of the social movement in which the school is so important a factor. The teacher can here see his own work against the background of "The Conservation of Human Life," "The Tenement Home," "The Substantial Value of Woman's Vote," "The Religious Treatment of Poverty," "The Dominant Note of Modern Philanthropy," and similar subjects. M.

William Hawley Smith helped many school men when he published *The Evolution of Dodd*. His latest book, **All the Children of All the People—A Study of the Attempt to Educate Everybody**—is less striking, but will be found useful. The author's well-known article on "Born Short" furnishes the initial chapter. Many sections in the larger public education undertaking are outlined, and throughout there is an abundance of concrete material. Mr. Smith is dogmatic in stating his dualistic philosophy, but his general good sense will lead many readers to a better understanding of what many more scientific studies mean. M.

**Studies Military and Diplomatic, 1775-1865.** By Charles Francis Adams. 424 pp. The Macmillan Company, New York.

This is a very interesting book by a very distinguished author. The direct descendant of two Presidents of the United States, son of the famous minister to England during the Civil War, himself a veteran of that war and an ex-president of the American Historical Association. What Mr. Adams has to say possesses a special interest aside from the fact that he is an eminently capable and thoroughly impartial investigator.

The "military studies" are eight in number, four being devoted to the Revolution,

one to Jackson's victory at New Orleans and three to Civil War topics. The last-named are handled with admirable impartiality. "The Ethics of Secession" and "Lee's Centennial" (in which, by the way, the military element is small) exhibiting a most sympathetic understanding of the people against whom the author fought a half century ago. Probably to the majority of readers the most interesting and perhaps the most startling chapters will be those on the Revolution. With cold detachment the author sifts the evidence and interprets it from the point of view of a military critic, and unsparingly pronounces judgment upon Washington and Howe alike. Both generals he finds blundered repeatedly and egregiously. Washington, he is convinced, has been greatly overrated as a soldier, though full tribute is paid to his character and unselfish patriotism. As the war progressed he gradually learned from experience, became more decisive, developed better strategical insight and brought the conflict to a close in the really brilliant campaign of Yorktown. It is especially interesting to contrast the views of Mr. Adams with those of General F. V. Greene in his recently-published military history of the Revolution, in which that author, himself a trained and experienced military man, rates Washington among "the great soldiers of all time."

The two diplomatic studies are devoted to "Queen Victoria and the Civil War" and "An Historical Residuum," the latter first published in the *Proceedings* of the Massachusetts Historical Society (of which the author is president) under the title "The Laird Rams." These studies derive special interest from the fact that the author's father was minister to England during the war, and the son had access to his diary and private papers.

Altogether these essays are most iconoclastic, stimulating and interesting, both to the "general reader" and to the special student of history. L. L. T.

A one-volume edition of the well-known *Tarr and McMurry's New Geographies* has been published. It is called **World Geography**, and contains all the material found in the four parts of the other edition. The volume is attractively bound (no one has ever been able to say this of any covering the Tarr and McMurry geographies have ever worn until this time,) and forms a ready reference for facts about the world, as well as a useful and convenient atlas. 536 pages. (The Macmillan Company.)

The Macmillan Company is publishing an edition of Shakespeare under the general editorship of Wm. Allan Neilson of Harvard University and A. H. Thorndike of Columbia University. It is called *The Tudor Shakespeare*, and the books are bound in olive cloth with gilt title letters. The print is clear and the paper unusually good. *Romeo and Juliet* is the first and only play that has been gotten out; the others are promised in the near future. (The Macmillan Company, New York. 35 cents.)

**Les Beaux Voyages**, published by Les Arts Graphiques, Editeurs, 3 Rue Diderot, Vincennes; also Adam and Charles Black, London, have reached now *En Chine* and *Le Japon* (by Judith Gantur); *Le Maro* (by Le Commandant Haillat); and *Egypte* (by Jean Bayet). Later numbers will concern themselves with other countries. There is considerable difference in the literary quality of the several works, but all are



interestingly written. They are well worth securing by even those who do not read French for the sake of the many excellent illustrations in color. (Price, 55 cents each.)

A book that everyone will enjoy is **Gardens and Their Meaning**, by Dora Williams (Ginn & Company). "The aim of this book is twofold: to show the importance of science in the use of spade and hoe; and to urge that a garden for education may be, not merely in substance but in spirit, a corner of the great world. Protected it certainly should be, but not walled in. Outside and within the garden precincts are at work nearly identical social forces, and the same joys and sorrows. The interchange not only of sympathy, but of plans and projects, will be frequent. Thus the part between the big and little world must be free and unrestricted. It will not be a 'one-way road;' the gate swings easily in both directions." The work is scientific and accurate. It is also well written. The author has been an important factor in the social education movement in Boston, and in this book she shows how the garden hand-book can gain in usefulness by being related to the larger life problems.

F. A. M.

Elizabeth Wallace is at home in anything pertaining to France. Her **A Garden of Paris** (A. C. McClurg & Co., Chicago) is a series of happily told chapters of human life centering in a home enclosing a garden. There is a thread of narrative and a pattern of enjoyable descriptions and observations.

M.

A valuable aid for other teachers, as well as those concerned directly with English, will be found in Miss Leonard's **Grammar and Its Reasons** (A. S. Barnes & Co., New York). Besides the excellent chapters on the various topics one expects to find in every grammar, there are others on "Present-Day English Grammar," "Historic Growth of Grammar," "Grammar in America and Reactions Against Formal Grammar," "Grammar and Logic," "Universal and Particular Grammar," "Object and Method of Grammar," "The Sentence Unit," "Relation of Grammar to Other Kinds of Language Study," and "Relations of the Study of English Grammar to the Study of Foreign Grammars."

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Hamilton W. Mabie's **The Blue Book of Fiction** is a useful and suggestive list of "novels worth reading, chosen from many literatures." More than a dozen nationalities are represented, the lists being arranged by countries with a concluding one of recent popular fiction. The most serious defect of this attractive little volume is the entire lack of information about the books beyond a note as to the author and title. Had Mr. Mabie taken the trouble to add data as to editions, publishers and prices, but, above all, as to the best translators of the numerous foreign authors mentioned, the value of his work would have been greatly enhanced. (The Globe-Wernicke Co., Cincinnati.) The same publishers have issued a small pamphlet of "suggestions for the selection of a home library," entitled **The World's Best Books**. It is made up of reprinted lists by various well-known persons, such as Mr. Mabie, Sir John Lubbock, President Eliot and Dean Farrar.

The **All Sorts of Story Books** is a new story book of a new sort, for the tales are of

many different kinds—some are true stories, and some are imaginary; stories of adventure, of nonsense and of Indians are all mixed up together. The stories were written as they are given here by Mrs. Lang, and Andrew Lang, who edits this fairy book series, said, "We hunted for and caught them in all sorts of books." (Longmans, Green & Co. \$1.50 net. Illus.)

**English Prose Composition**, by Edward Fulton, Associate Professor of English in the University of Illinois, "is a revision of the author's *Rhetoric and Composition*, published some five or six years ago." A discussion of some of the general principles that underlie writing precedes the treatment of the four forms of discourse. The theory is fortified by copious examples. (Henry Holt & Co., New York, 1911.)

A new edition of Pope's translation of the **Iliad of Homer** comes from the Macmillan Company. Pp. 641 + xxviii. Price 25 cts. net. There is a helpful introduction by Charles E. Rhodes of the Buffalo (N. Y.) High School, aimed "to introduce both Homer and his world and Pope and his times." There are also good notes, questions and glossary.

**Office Training for Stenographers**, by Rupert P. SoRelle (the Gregg Publishing Co., New York), recognizes the need that stenographers know the details of office work, such as the addressing of envelopes; the caring for mail; making out of checks, deposit slips, etc.; filing systems; mimeographing; meeting callers; editing dictated matter, etc. The problem is a large one, and this book will help in advancing the situation.

**The English Journal**. Edited by James Fleming Hosc (Chicago Teachers' College). University of Chicago Press, Chicago. \$2.50.

This is the official organ of the newly-organized National Council of Teachers of English. The initial number offers good articles on "The Aim of the English Course" and "The School and Current Fiction," but interest centers in the evidence the journal presents that the English teachers here represented intend to find out definitely what are the chief needs in English teaching, and what changes in our schools, including school finances, will be required to place the work in a reasonably satisfactory condition.

The list of editors and correspondents, together with the statement of forthcoming articles, show that there will be danger that university and secondary school claims will tend to crowd out the presentation of the needs of the elementary schools.

There are a few normal school men on the board (including the managing editor), but no name appears labeled "elementary school." An article is promised on "The Articulation of the Elementary Course in English with the Course in English in the High School."

**The Last Galley: Impressions and Tales**. By A. Conan Doyle. 321 pp. \$1.20. Doubleday, Page & Co., New York City.

The second half of this volume is devoted to eight tales which need no special comment. The first part includes the nine "impressions," and represents the working out of a very interesting experiment. The mutual helpfulness of history and fiction in understanding the past, especially in the

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case of younger readers, has long been recognized, and it has occurred to some that there might be a still closer approach between the two. Such a plan is certainly desirable, provided always that the integrity of history is never sacrificed for literary effect. Sir Arthur Conan Doyle believes that "there is a region between actual story and actual history which has never been adequately exploited." This idea he applies in drawing a series of pictures of Greek and Roman times, presented through the medium or in the form of fiction; sometimes introducing historical characters and sometimes not, but always using fictitious characters and scenes to produce the desired effect. These stories and sketches are very interesting reading, and leave a vivid impression of ancient times.

The charm of the folk jingles is perennial, and therefore we shall have an unending succession of **Mother Goose Rhymes**. One of the latest is a rather full collection edited by Clifton Johnson (200 pp., \$1.25, Eaker and Taylor). The editor has omitted some of the more ungrammatical verses, much that is coarse or rough-mannered, and some that involves allusions to foreign subjects unfamiliar to American children. There are numerous illustrations in black and white.

**Two Hundred Opera Plots**, in two volumes, by Gladys Davidson, is a most interesting assembling of the story themes of all of the best known and many of the less familiar operas. The plots are simply delineated. For each one there is an outline giving the composer of the opera, the author of the libretto, the date of the first production, and a list of the chief characters.

The composers are arranged alphabetically; the first volume includes the letters from A to M; the second volume, from M to W; Adams' operas begin the list; Weber's close it. The books are illustrated with portraits of the composers. Certainly the material included makes the book invaluable as a ready reference to lovers of music. (\$2 net per set. J. B. Lippincott Company.)

Teachers and supervisors will welcome the books for the sixth and seventh grades in **The Carroll and Brooks Readers'** series, which have just appeared. All of the books in the series show intimate and sincere knowledge of children's interests at the various stages of development. The very best literature has been included for every grade, and in these two upper-grade volumes the world's standard literature has been made the basis for the selections.

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Both books should help the teacher in the aim to inspire the pupils to read much and to love the best literature.

(D. Appleton & Co., New York. Sixth

Reader, 288 pages; Seventh Reader, 288 pages.)

**Anderson's Best Fairy Tales**, a selected list for children, attractively illustrated by Wm. B. Anderson and edited by Alice Corbin Henderson, has been gotten out by the Rand-McNally Company, Chicago. This publishing company is doing some good work in line-cut and water-color illustrations for children's books. This is an inexpensive edition, yet it is unusually attractive, and teachers as well as children will be interested in it.

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This textbook gives in proper relation a practical and up-to-date treatment of physical geography, together with a logical and well-organized presentation of economic or commercial geography. A brief treatment of physical geography forms the basis for further study. In this section preference is given to those features and processes which have directly helped or hindered man in his progress. In the second part of the book, on economic geography, the point of view is reversed, and the outlines of household management practiced by the great human family in its terrestrial home are presented against the background of the natural earth already shown. The style of the book is clear, precise and logical, while three hundred maps, diagrams and illustrations from photographs make plain graphically the points touched upon in the text.

## Practical Course in Botany

By *E. F. Andrews*, formerly Instructor in Botany, High School, Washington, Ga., and Wesleyan College, Macon, Ga.  
\$1.25.

With Brief Flora of the Eastern U. S., \$1.50.

This textbook for secondary schools brings the study of botany into close touch with the practical business of life by emphasizing its relations with agriculture, economics and sanitation. The subject-matter is arranged in the natural order of development, the seed, its germination and growth, being treated first, and this followed by the study of roots, the stem, buds and branches, the leaf, the flower and the fruit. Technical language is used only when demanded by scientific accuracy. The work does not require a complete laboratory equipment, and all the experiments can easily be performed by the pupils themselves. The suggestions for field work and practical questions will prove exceptionally helpful. The illustrations are frequent and accurate, and are of great value in the elucidation of the text.

## Manual of Experimental Botany

By *Frank Owen Payne, M.Sc.*, Assistant in Biology, High School of Commerce, New York.  
75 cents.

A laboratory manual for a complete high school course, in which botany is continuously correlated with the following topics: Common elements, food materials, osmosis, soils, seed plants (from seed to fruit) and cryptogams. Each outline consists of a statement of the object of the experiment, a list of apparatus, directions for doing the work and questions or suggestions to guide the pupil to the interpretation of the results. The wealth of material includes so many alternative experiments that teachers will be enabled to adapt their work to their special conditions and to follow a choice of topics from year to year. The drills are chiefly in function, requiring little dissection and only simple lenses. The laboratory equipment needed is simple, and much of it can be made at home at small expense.

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## THE UTILIZATION OF THE PLAY TENDENCY IN ARITHMETIC WORK

By C. W. STONE

Farmville, Va., State Normal School



THROUGHOUT this paper activity is regarded as the fundamental datum in psychology,<sup>1</sup> and the will as the primary and constitutive function of mind.<sup>2</sup>

Conditions for best teaching, then, become those in which activity is fully taken account of and learning put on the voluntaristic basis.

That the conditions are attainable for the teaching of most subject-matter is quite customarily acknowledged by the best educational theory and practice, but that there is a residuum of formal knowledge, essential for the child to know, that cannot be so taught is also customarily held in most of even the better theory and practice.

In discussions on the doctrine of interest, self-activity, etc., it is common to find such phases of primary work as beginning reading, learning the multiplication tables, etc., regarded as exceptions. They are still left to textbook mnemonitor methods.

It is the purpose of this paper to show the advantage of utilizing the play tendency in arithmetic work. Without defending the practice of requiring children to learn the multiplication tables and formal manipulation of numbers in the primary grades, the following discussion proceeds to indicate the value of games in enabling the teaching of these subjects to take account of activity and to place the learning of these subjects on the voluntaristic basis. This paper further indicates the value of the dramatic attitude in enabling children so to enter into situations that the study of arithmetic becomes the study of the quantitative relations of their *lives*—the lives that they are living.

It is rapidly coming to be recognized that comparatively little arithmetic is needed in *life* even by adults. And, as will be shown, games and dramatization enable children to play at living lives that demand a knowledge of much of the arithmetic needed by adults.

This paper is divided into two parts—Part I, a presentation of how games may be used to place formal arithmetic more nearly on the voluntaristic basis, and Part II, a presentation of how dramatization may be used for the same purpose in the more advanced portions of arithmetic.

Much could be said of play and games in school work, quite aside from the theory of "activity" and voluntarism. The following briefly-stated points are offered without development:

1. From the physical side, the young child needs play just because he is a child. He is made that way.

2. From the social side:

- (a) Group games are one of the most potent means of making the school social.
- (b) The capacity for rational play is needed to counteract the irksomeness of much of present-day work.

3. From the side of learning:

- (a) A child has learned most that he knows through play.
- (b) Pleasurable states of mind are essential to the best success of the learning process.
- (c) Games afford a need for learning number relations.

4. From the side of teaching:

- (a) Makes teaching guiding rather than driving.
- (b) Enables teacher to enter into the real life of children.
- (c) Affords means of getting children to work because they feel the need rather than just to please the teacher or to escape punishment.

### I.

#### GAMES.

Games occupy a place in activity intermediate between free play and work, and if well chosen they serve as a graduated transition from the undirected activities of mere doing to the more intellectualized activities of work. Many games lend themselves to the representation of number relations in scores. The score furnishes a step in advance of mere *doing the thing*. It affords a means of learning how much of the thing is done, and adds an element of intellectual activity.

To be of most service games should be graduated according to the double requirement of physical strength and mental ability. A game of chess, *e. g.*, would be within the physical possibility of lower-grade children, but entirely outside their mental capacity, and handball could be used by Grade I children so far as keeping the score is concerned; but small children would not get scores enough to create much need for arithmetic work. Dominoes, on the other hand, as will be shown later, can be so played as to make a good game from Grade I up.

If the games are adapted to the physical capacity, the ingenious teacher, and, indeed, the children themselves, can readily adapt the scoring to the arithmetical advancement of the class. On the basis of physical development Grades I and II should have games of skill employing the larger muscles, *e. g.*, bean bag; Grades III and IV may

<sup>1</sup>MacVannel: Supplement to Syllabus in Philosophy of Education.

<sup>2</sup>Paulson: Introduction to Philosophy.



have games of skill requiring a somewhat closer co-ordination of muscles, *e. g.*, ring toss, fish pond, etc.

The different ways of scoring in dominoes is a good example of the adaptability of scoring. The following are some of the gradations in difficulty:

(1) Draw and match out—score number of games so won.

(2) Draw and match out—score number of spots in hands of other players.

(3) Same as (2), and each player count 5's and 10's he makes by matching.

(4) Same as (3), and each player count also 15's, matching on ends of doubles.

(5) Same as (2), (3) or (4), and match for 6's, 8's or whatever the combinations in which drill is needed.

The following account shows in some detail how games were used in a IIIa Grade of the Ethical Culture School:

*A lesson showing how the game spirit became productive in construction work and how it was realized on.*

WEDNESDAY, JANUARY 17, 10.45-11.06.

The children were very anxious to tell Mr. Stone that they had new games.

Charles—I have a game, and it works.

The boy sitting in front of Jerome said: "Mr. Stone, I did not play for scores."

Papers given out ready for the arithmetic.

Charles tried his game first. He complained that his games always fell to pieces.

Mr. Stone—Let us take the part that does the scoring. This will be the arithmetic for you to settle:

49—1st score.

98—2d score.

How much larger ought the larger hole to be? Don't talk. How much larger ought the 49 hole to be than the 98? Write.

Jerome answered, "Twice as much."

Some children agreed.

Mr. Stone—The biggest score on the biggest hole. Is that right? What is your answer, Margaret?

Margaret answered, "Three."

Mr. Stone—Were you thinking carefully?

Louis said it was not a fair game, because the biggest hole had the biggest score.

Mr. Stone—First hole is 49. What does the third hole count? Answer on your paper.

Margaret got 147.

Eight children agreed with her.

Shelby had three times as much. Question was "How much would it score?" Saw his mistake.

Louis did not multiply right; encouraged to add for the present and remember multiplication later.

Mr. Stone—Now see if Charles' game is right. How is the game right?

Charles tells how it is wrong.

Mr. Stone—Charles, is all this machinery necessary?

Answer—Yes, because you have to give it a start.

William Goldberg's game next.

Mr. Stone—See if William's game is made all right. The next to the largest hole counts 114. What does the largest hole count?

One girl ready with the answer immediately.

Mr. Stone—Those who can't get the answer stand.

Only Marion stood.

Mr. Stone—See if Marion has the question right.

Marion stated the question correctly.

Mr. Stone—We all agree that the scale will be 1 : 2. We agreed to that before.

Katherine's answer was 171; Jerome had not quite finished; one boy had 285.

Margaret had 98.

Richard, 163.

Louis, 57.

Charles, 57.

Three others, 57.

Mr. Stone—Can you see the game? Can you see the large hole? One hole here that counts 114 is half as large as the largest one. What does the largest one count? Can you see the game?

(Diagram here) Put the answer on your paper.

Jerome had 57. Most of the children agreed.

Louis—I got 57 both times.

Marion failed to do this.

One boy offered to make it plain to her the next morning.

Mr. Stone—57 is what William has here. If the largest hole counts 57, with the ratio 1 : 3, what ought the third hole to count?

Jerome answered 147.

Mr. Stone—I don't figure that way. Marion, what is your answer?

Answer—171.

Nearly all the children agreed.

Mr. Stone—This is a good game, but we need something bigger.

Assignment for Thursday. Game scores:

1 : 2 = 76 : 152.

1 : 3 =

1 : 4 =

1 : 5 =

The pupils understood that the largest hole was to score 76. They were encouraged to perfect their games and where possible to use the scores 76, etc., of the assignment.

#### THE NUMBERS FOR ADDITION—SCORES MADE IN GAMES.

Practically all the numbers used in addition work came from games.

The recitation was frequently opened by one of the children saying, "Mr. Stone, I have some good scores today," and the assignment was made immediately, the motive being to determine who won and by how much.

Almost without being conscious of the matter the children began to bring in imaginary scores played with imaginary companions, and about the same time the element of estimating was introduced. They were encouraged to run up columns quickly to guess who won the game, then they tested their estimates by adding the numbers. Subtraction came in as the children compared their estimates with the correct answers. In this work the children soon developed the ability to add and to use numbers of two and three columns quite accurately. In connection with this estimating the children soon discovered that certain number combinations, such as 9 plus 6, 9 plus 7, etc., were giving them difficulty. They saw that they needed to make a special study of such combinations. Then the scores began to come containing nine's, five's, eight's, seven's, etc., to the exclusion of two's, three's, zero's, etc. This led into the use of larger numbers, and as the children dictated their scores, opportunity was offered for good drill in reading and writing numbers. In this same connection the children agreed that the scores of their games ought to be such as to contain the number work for which they were ready. For example, the scores of 25, 50, etc., were changed to 49, 26, etc.

#### DRILL, I. E., THE MOTIVE PROVIDED FOR SELF-DRILL.

##### 1. The Spell-Down Contest.

One very effective way of convincing the children that they needed to study the tables was to turn the recitation

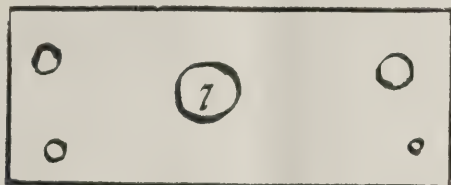


into an arithmetic test after the plan of the old-fashioned spell-down. At first, the questions were asked according to the concrete point of departure. For example: Three pecks in one basket; four baskets, how many pecks? How many in five baskets, etc.

### 2. Testing Scores of Games Made by the Children.

The following extract from a record of a lesson as reported by Miss Tracy illustrates this:

Do you remember Jerome's game? It was made on this order:



How much should the hole one-half as large count? One-quarter as large? One-fifth as large? I think some of you didn't get this. If you didn't get it, you have forgotten what?

Children miss several of these.

Now you have something to put into your mistake books, haven't you? What is the table for tomorrow?

Children answer, "Seven's."

### 3. Playing Ring Toss.

The rings were graduated in size so as to count 1 : 2, 1 : 3. If the table being studied was the six's, the rings counted 6, 12, 18, or 1 six, 2 sixes, 3 sixes. The class was divided into sides, and after two on each side contested, each pupil recorded the score for each side. At the close of the game the scores as recorded were examined and all mistakes on one side counted for the opposite side. *Public opinion allowed no pupil to go without the drill necessary to be accurate in the use of the tables; each pupil drilled himself at home, and the weaker were kindly but firmly drilled by the stronger during free time in school.*

## II.

### DRAMATIZATION.

Playing store in one form or another is an activity easily and naturally dramatized to provide needs in the way of arithmetical work. Children in the lower grades delight in selling sand for sugar, beans for oatmeal, paper for cloth, etc., at real storekeeper prices, using toy money as the medium of exchange. These activities readily lend themselves to the teaching of making change, using the common units of measuring, computing by the simple fractions, etc. Current price-lists, posters, order blanks, etc., add to the reality. Actual sales of candy or other products afford much opportunity for voluntary work in computing cost of materials, selling price, loss by failure to sell, etc.

For pupils of the middle grades a more imaginative situation appeals more strongly. They may follow the supposed course of a boy compelled to leave school and

enter business. For most city pupils the best business is the grocery business.

The following is a somewhat detailed statement of my experience with such a scheme in Indianapolis:<sup>1</sup>

The first few recitation periods were largely given up to working out the plan and following the boy as he applied for and secured a position in a grocery store.

Some of the advantages of selecting the grocery business for this particular class are seen in the facts that fully one-third of the pupils had either parents or near relation in the grocery business, fully one-third of the boys had worked in a grocery store, and all the children lived in easy reach of the corner groceryman, of whom they were required to get their knowledge first-hand. The pupils were encouraged to secure order blanks, actual bills of goods, etc., from their grocery adviser. These were mounted, and, together with an account of the boy's experience, made part of a note-book record. The time for working up the note-book record need not all be taken from the arithmetic periods, for the working out of these experiences is interesting and valuable composition drill.

The boy's work of the first day is simple, but the children's boy is always bright and anxious to learn. He is consequently hurried through his first experiences of sweeping, and taking and delivering orders, and is soon sent to the wholesale house to pay a bill. The boy finds that the amount given him with which to pay the bill does not equal the footing. The kind employer then leads the boy to see that the bill is being paid within 10 days and a discount is being allowed. From bills secured of grocers, children learn usual discounts and make bills of their own. These bills are footed, but the footings are not placed on the bills. Part of an assignment is to examine the items of a classmate's bill and compute the footing. On returning these bills to the owners there are always some differences in footings. The items are then read by the teacher, and computations are made by the pupils as oral arithmetic. The pupils keep the results of the computations for addition. The items being finished, each pupil adds. After different answers have been reported, it is evident that some are wrong. At this point the pupils readily realize the need of drill in addition. Where errors are made, each pupil feels the employer of his boy reproaching him, *i. e.*, reproaching the pupil. The matter is no longer one between the teacher and pupil, but the situation has become that of a business relation. So readily is this transition made from the imagined boy to the pupil himself that in the first week's work pupils had of themselves begun to speak of "Flora's bill," "Thomas' order," etc., and so real does this become that it is expressed in the titles of some of the note books, *e. g.*, "My Experience in the Grocery Business." With a class in this condition the teacher may give as long and otherwise tedious columns of numbers for addition drill as he pleases without any lack of response from even the slowest of girls or the most

<sup>1</sup>Adapted from an account in the *Elementary School Teacher*, April 1903.





self-satisfied of boys. The arithmetic is no longer dictation work. The motive is from within.

Boys who seemed on the verge of dropping out of school were caught by this scheme and their whole work improved. One case is particularly worth noting. A boy who had never done anything for anybody became so enthusiastic with his work that not only his arithmetic improved, but also his other work to such an extent that he was allowed to take VIII B arithmetic in addition to the VII A work.

In the grocery experience may be introduced, besides bills and their discount, interest on overdue bills, gain-and-loss computations, taxes, insurance, commercial discount, etc.

In the upper grammar grades the play attitude can be utilized by organizing the class on the basis of the civic unit, with which the school is most intimately connected, *i. e.*, if the school is controlled by a city, organize into a city corporation. This organization may also be used for purposes of self-government and civic training, but if the machinery of self-government is allowed to be prominent, it may complicate matters to the detriment of the arithmetic work.

The following is a brief account of an organization with the quantitative side predominating. It yielded much voluntaristic arithmetic work:

The VIII B's devoted one period per week to the activities of banking. The result was a decided gain in general interest and a rather startling revelation, *viz.*, that, with the organized self-direction among the pupils, two teachers easily assisted 75 pupils to help themselves. The VIII B's organized their part of the school into a city corporation, and were paid for service. Money was thus placed in circulation. A place of deposit was needed; a bank was organized, and there soon developed a need of bankbooks, deposit slips, checks, notes, etc.

By way of conclusion, the value of utilizing the play tendency may be brought into perspective by a summary of the degrees of activity in arithmetic work. The following is one gradation:

- I. No activity except saying or making figures.
- II. Vague thinking plus saying or making figures.
- III. Watching teacher handle objects plus saying or making figures.
- IV. Handling objects plus saying or making figures.
- V. Personifying objects plus saying or making figures.
- VI. Bringing to class evidence of arithmetic application, *e. g.*, price-lists, bills, etc., thinking and figuring with these as a basis.
- VII. Living in class (or playing at living), actual situations demanding solutions that require arithmetical ability.

## HOME GEOGRAPHY

A STUDY OF THE GEOGRAPHY OF BALTIMORE IN FIVE PARTS. PART V:  
INDUSTRIAL AND SOCIAL OBSERVATIONS

By ERNEST E. RACE

Head of Science Department, Maryland State Normal School

(Continued from March JOURNAL.)

### 1<sup>1</sup> INDUSTRIAL LIFE OF THE VICINITY.

**M**AKE a list of the occupations found in the vicinity. Where do the materials used come from? Where do the finished articles go? Routes of transportation? Why is there division of labor?

#### 1<sup>2</sup> *Factories.*

Industrial plants are so widely distributed in Baltimore that no school is a great distance from one, and several are accessible from certain schools. If the teacher will take the trouble to call at the office of any establishment, she can usually get any desired information. Quite frequently samples may be procured and arrangements made for an excursion.

The last census report on 11 selected industries of Baltimore is given in the Sun Almanac. Statistics can also be gotten from the Board of Trade. If the teacher wishes facts, there are a multitude of ways to get them. A small local industry will illustrate industrial principles quite as well as a larger, more distant one.

No effort will be made to take up a specific industry, but rather attention will be called to lines of work which should be taken up with those that are studied thoroughly.

#### 1<sup>3</sup> *The Raw Material.*

This will usually lead to a number of dependent industries; in the case of canning, to the farms and the Bay, and the work of raising garden truck and dredging oysters; in the case of clothing, to the cloth and its materials; in the case of cotton duck, to the cotton fields; in the case of steel and copper outputs, to mining, etc.

#### 2<sup>3</sup> *Transportation of Raw Material to the Factories.*

The various railroads centering in Baltimore should be introduced here: the Baltimore & Ohio, the various lines of the Pennsylvania, the Western Maryland.

The service of the Chesapeake Bay should be emphasized, especially in collecting the raw material for the local canners. The Chesapeake and its tributaries reaches an immense trucking and oyster area whose products can be brought cheaply to this city.

Draying should also be mentioned as a means of transportation, principally in gathering produce to shipping centers.

The advantage of a plant near a railway or on the waterfront, or both, should be emphasized.

The advantage of a plant near the raw material should be mentioned.

#### 3<sup>3</sup> *The Process.*

This may include several stages: in the case of cotton duck, from raw cotton to the thread, and from the thread to the cloth. Quite frequently mention should be made of the development of the process, as the improvement on the spinning wheel and the old hand loom.

#### 4<sup>3</sup> *The Market.*

Reasons for the need of the finished products of the special factory. Is there more need at one season than another? In one region than another?

#### 5<sup>3</sup> *Transportation to Market.*

This is similar to topic 2. In this connection should be emphasized the advantage of a factory near the market

or in cheap communication with the market. Distribution of the finished product should also be a topic under this head.

### 6<sup>3</sup> Competition.

Is this product manufactured elsewhere than in Baltimore? Have all places the same markets? Account for obvious advantages of any given place.

### 2<sup>2</sup> The Farm.

It would be profitable to visit some of the farms in the vicinity of Baltimore. The farm may be considered from the viewpoint of the milk, the dairy products, the fruit, the vegetables, etc. Take fruit as an example.

#### Fruit.

1. Location of orchard or garden.
2. Number of trees or acres of fruit.
3. Kinds.
4. Needs in soil, temperature and rainfall. Adaptation of locality.
5. Caring for the fruit.
6. Pests and mode of combating.
7. The harvest.
8. Uses of the fruit.
9. The market and means of reaching it.

### 3<sup>2</sup> Distribution.

At this point a series of lessons on one or more of the following topics are desirable to impress the idea of distribution: market, department store, grocery. The fruit market is chosen for illustration.

#### Fruit at the Market.

1. Kinds and sources—oranges, bananas, strawberries, etc.
2. How they reach Baltimore. Route. Distance traveled.
3. Seasons, *e. g.*, strawberries first appear as a delicacy from the South, and gradually spread northward until the home supply begins to be marketable.
4. How they reach the hands of venders and marketmen.
5. Local fruit.
6. The preserving of fruit. Purpose. Allied industries, as, for example, the making of cans.

### 2<sup>1</sup> SOCIAL LIFE OF THE VICINITY.

Many items of a social and political nature are essentially geographical. A topical outline of such follows:

1. Means of making a livelihood gather men into villages, towns and cities in order to be near their work.
2. In such communities there is a division of labor—some sell clothing, others make clothing, others manage our street cars, etc.
3. There is a necessity for roads, and in towns and cities sidewalks and paving. Why? By whom built? How maintained? Taxes.
4. Water sufficient for the demands of the population is a necessity. Source. How obtained? Country and city compared. Reasons for co-operation.
5. The need of protection, as shown in—
  - (a) Fire department. How maintained. Value to individual. Need in country and city compared. Relation of building material to fires.

- (b) The police department. By whom maintained. Why necessary? Benefit to the citizen.

6. *Public utilities.* Such conveniences as the trolley, electric lights, gas, etc., may be in the reach of all if done on a large scale and under adequate supervision.

7. *Necessity of caring for the public health.* This results in a sewerage system, milk and food inspection, the disposal of garbage, public baths, etc.

8. *Necessity of social growth and culture,* centering in schools, libraries, parks, etc.

- (a) *Schools.* How supported? Taxes. Purpose. Value. Schools in early days.
- (b) *Libraries.* By whom supported? Value.
- (c) *Parks.* By whom maintained? Purpose. Value to children and others.

9. *Need of communication.* Value of the telegraph, telephone and postal service.

10. *Need of civil organization.* Who makes the laws for the city? Where? How enforced? Necessity of laws in the home, school and community.

## FREE KINDERGARTENS

FUNCTION OF THE KINDERGARTEN IN THE PUBLIC SCHOOL SYSTEM AS OUTLINED IN AN ADDRESS BEFORE THE DEPARTMENT OF SUPERINTENDENCE IN ST. LOUIS

By LUCY WHEELOCK

ALL kindergartners would agree on three fundamental Froebelian principles. These are the importance of each stage of growth, the development of self-activity, and the belief that we are all members one of another. To exemplify these in practice through specially selected means and the organization of the play activities is the function of the kindergarten.

The advocates of the theory that the young child is a "little animal" and should be left free to carry out his animal impulses in some convenient back yard, forget the scarcity of back yards in a congested city district. They also ignore the world-wide proof of the assertion that those who guide the first seven years of a child's life may make of him what they will. They fail to see that a civilization which desires to "let the ape and tiger die" must view the child as father to the man.

For the thirty years of its existence in this country the kindergarten has held to special educational materials designed to aid and abet the child's self-activity. These materials are used to develop the powers of observation, comparison, investigation, experiment and invention. They are organized into a series, that there may be progressive guidance and consecutive exercises. They offer means of sense training, but this is not their final purpose. Neither is motor training or manual training the chief end. Their goal is efficiency, which is the power to do, to produce.

"We must begin in infancy," says Froebel, "to discipline and train the hands and fingers. We must teach the children to use aright the different members of his body, so that when he becomes capable of productive activity the objects he produces may have real worth."

The "complete activity" demanded by Froebel, in which are blended body and soul, calls for application, interested attention, and the artist's joy in making. This aim of productive activity distinguishes the kindergarten at once from the Italian system now so much before the public. The theory of education through play is common to the two systems, but the use of play-materials to provide a quick and easy approach to the arts of writing, reading,





SPRING SUBJECTS FOR PAPER CUTTING LESSONS

Designed by Rose I. Conway

and arithmetic, which is a characteristic of the Montessori method, does not form a part of the kindergarten scheme. Its materials are developmental, not didactic. It makes sense training and motor training a part of its educational plan, but not the whole. Nor does it limit its production to hand work.

The song, the rhyme, and the story appeal to feeling and influence the imagination, that faculty which rules the world. The scientific pedagogy by Dr. Montessori places emphasis on practical life, and disclaims any appeal to the imagination. But it is most impractical to ignore the faculty which has built cities and adorned them, bound continents together, and given to man the bread of life.

Finally we must consider the function of the kindergarten as a place for social training, which seems to be excluded from Dr. Montessori's system. It would be difficult in a public school system to promote any theory of education which did not recognize the value of group and co-operative work. School is not preparation for society. It is society. Here as in the greater world the law of membership holds. "We are all members one to another." The preliminary to working together is playing together, and at all stages we must live together.

Free play gives scope for the development of individuality. It originates. It discovers. It explores. It gives freedom and power.

## HOME ECONOMICS

FIFTH PAPER OF A SERIES EDITED BY ELIZABETH C. CONDIT, INSTRUCTOR OF HOME ECONOMICS IN THE JACOB TOME INSTITUTE

### PRACTICAL DIETETICS IN PUBLIC SCHOOLS

By LETITIA E. WEER

Department of Home Economics, Baltimore County Schools

In the February *Scribner's* Mr. Elmer Roberts, in an article on "The Passing of the Unskilled in Germany," makes this statement:

"Compulsory sanitary living and other legislation requiring a minimum of social well-being have lengthened the average life and increased the light and bodily frame of both sexes. The German has now a stronger physical instrument with which to work than the generation that fought with France."

We teachers of home economics can do much to improve the well-being of the families in the neighborhood of our schools by following Miss Weer's example. Learn the needs of the neighborhood and adapt our instruction to meet the specific conditions.

ELIZABETH CONDIT.

cation is made by women in household or personal accounts? There is a great need of training here.

#### 9. Food for the sick or special diets.

In many instances where the income is sufficient help is needed in rearranging the family budgets. Many of the children are enemic, not always due to lack of food, but badly-selected food. Milk is considered a luxury rather than an essential food for children.

In view of the facts given, it seems to me that planning a course in home economics is a serious matter and not to be entered into lightly, but with a definite aim in view.

#### Method.

In all of the lessons the *principles involved* are emphasized. The practical cooking from which the principles are learned are important, but are means rather than ends. I may teach the pupil how to cook an egg perfectly, so that she will forever cook it right; but if the lesson ends there, it has been a great failure—the *point* of the lesson has been lost. Why is it necessary to cook eggs at low temperature? By comparing those boiled with the ones cooked below the boiling point we can show the difference. The former is tough, therefore more indigestible; the latter is soft and smooth. The eggs belong to the protein group, so that we have learned the principle of cooking all proteins. Later when we cook meat, milk, cheese, etc., other protein foods, we shall have the principle to guide us. Simple tests are given that we may recognize the class of food. The nutritive value and cost are discussed. In like manner all the food principles are studied and applied practically until the pupils know the food just as well as they do the fundamental principles of arithmetic or the alphabet. Not a vague "I think," but the definite "I know" is the kind of knowledge that gives power.

In the elementary schools simple meals—breakfast, dinner, lunch or supper—are planned, prepared and served. In the high schools the caloric requirement of the family must be met, and in all of this work the aim is to have attractive, nutritious meals at *least cost*. Low-cost dietaries, special diets and invalid cookery are taught. The care and feeding of children is emphasized.

To give an idea of how we are working out our course in home economics, and since the entire outline would

IT is fortunate that "repetition with variation" is one of the psychological principles of education, for the writer of the preceding article on "Foods" has shown how the practical problems of daily living may become an interesting part of the school work. That is *practical dietetics*. The only excuse for the present article is to show the need and opportunity for work equally practical in our elementary and high schools. *What should the course be?*

Before a physician prescribes the remedy he diagnoses the case, and then he expects definite results from his treatment. It seems to me some of our courses in home economics are more like patent medicines, given with no knowledge of the real need to be met, but warranted to cure all ailments. Would it not be better to study the problems of the woman *in the home* and from that knowledge plan the course?

After some study of individual homes where outside aid has been necessary to prevent the complete disintegration of the family life, in which opportunity was given to know intimately the home problems, the conclusion has been reached that the great weakness is the lack of knowledge in the essentials of home-making:

1. Selection, care and cooking of food.
2. Buying or marketing.
3. Feeding of children.
4. Planning meals.
5. Lack of variety.
6. Excess of meat.
7. Substituting cheaper nutritious food for more expensive.
8. Keeping household accounts. Isn't it strange that while arithmetic has been emphasized so much, no appli-



occupy too much space, I will give several short series of lessons:

A. Study of proteins.

1. (a) Eggs.

Cost (different sizes).  
Test for freshness.  
Care in the home.  
Preservation by salt, bran, etc.

Practical Work.

Soft and hard cooked eggs.  
Poached eggs on toast.

(b) Eggs—Continued.

Review of principle.  
Nutritive value.  
Test for protein.  
Digestibility.  
Place in the diet.

Practical Lesson.

Plain omelet.  
Scrambled eggs.

2. (a) Meat.

Test for protein.  
Effect of hot and cold water, salt and dry heat.

Practical Work.

Beef tea.

(b) Meat—Continued.

Different cuts of meat.  
Nutritive value.  
Digestibility.

Practical Work.

Cooking tender meat.  
Broiled steak.

(c) Meat—Continued.

Comparative study of tough and tender meats.  
Cost vs. nutritive value.  
Difference in cooking.  
Principle.

Practical Work.

Brown stew with dumplings.

(d) Left-over meats.

Economy of using.  
Precaution.  
Relative value of first and second cooking.  
Use of condiments in diet.

Practical Work.

Casserole of rice and meat.  
Tomato sauce.

3. Fish.

Test for protein.  
Nutritive value.  
Digestibility.  
Place in diet.  
Test for freshness.

Practical Work.

Fish boiled with sauce.

4. Legumes—Peas, beans, lentils.

Test for protein.  
Nutritive value.  
Digestibility.  
Substitute for meat.  
Cost vs. efficiency.

Practical Work.

Puree of peas.

5. Cheese.

Test for protein.  
Nutritive value.  
Digestibility.  
Substitute for meat.

Practical Work.

Cheese straws.  
Cheese soufflé.

B. The School Lunch.

Suitable food.

Preparation.

Packing basket.

Practical Work.

Packing basket for a gift.

C. Infant Feeding.

Care of the mother,  
Food for the mother.  
Desirable food for child.  
Harmful foods.  
Method of feeding.  
Modified milk.  
Sterilized milk.  
Pasteurized milk.  
Choice and care of bottle.

Practical Work.

Pasteurize and sterilize milk.

D. (a) Preservation of Foods.

The harmful bacteria.  
How it lives.  
Fermentation.  
Principle of sterilization.  
Selection of fruits or vegetables.  
Preparation of jars.

Practical Work.

Canned tomatoes.  
Canned lima beans.  
Canned peaches.

(b) Preservation—Continued.

Sugar vs. bacteria.  
Sugar as food reviewed.

Practical Work.

Preserved pears.

(c) Jelly-making.

Pectin compared with gelatine.  
Selection and preparation of fruits.  
Principle of preservation reviewed.  
Clear vs. cloudy jelly.

Practical Work.

Apple jelly.

Apple sauce.

(d) Vinegar as preservative.

Practical Work.

Pickle.

(e) Methods of Preservation.

Review those used.

Discuss other.

Freezing.

Exclusion of air.

Drying.

Evaporation.

Salting.

Oil.

Antiseptics.

The outline used is not ideal, but illustrates our interpretation of the course of study issued by the State Board of Education. When we see the need of definite training for girls and know that only a small per cent., comparatively, are reached by it in the high schools or in the seventh and eighth grades of the elementary schools, does it not seem necessary to start much lower down in the grades? The girls who need it very much are those who leave school early and go to work in factories and shops, later assuming the responsibilities for which they are entirely unfitted.



Reproduced by permission of the Ethical Culture School. I. Milkmaids in Merrie England. Dancing before the May Queen. II. A spring pantomime. Surrounded by the awakening flowers (notice the clever effects obtained by the tissue paper head-dresses), the shining sun calls into new life the spirit of spring. III. Sweet Briar, a pastoral. In the astrologer's den. The witches disclose to the villain the path to victory.

## FESTIVALS

A MONTHLY DEPARTMENT DEVOTED TO THE EXTENSION OF FESTIVALS AND SMALLER CELEBRATIONS IN THE COMMUNITY WITH SPECIAL REFERENCE TO SCHOOLS

Edited by PETER W. DYKEMA

Director of Music and Festivals, Ethical Culture School, New York City

[Contributions for this Department should be addressed to Mr. Dykema]

### THE FESTIVAL OF REAWAKENED LIFE

#### SOME POSSIBILITIES FOR THE SPRING FESTIVAL

By PETER W. DYKEMA

PROBABLY at no season of the year are there naturally greater incentives to festivals than in the spring. Both Nature and Life seem so full of new energy and of great possibilities that song and rejoicing come spontaneously from all living creatures. Old and young, rich and poor, the imaginative and the dull, all are moved to a greater or lesser degree by the call of the open. The contrast between the shut-in life of the winter and the freedom of the spring, both in the ease of movement through change of clothing and the new types of work and play which out-of-door life makes possible, is in itself great enough to call forth a festival of rejoicing. We have, however, the additional reason of the spiritual significance of this period of new birth, which poet and preacher are never tired of proclaiming. Then we have the cultivator of flowers, trees and human beings, who impresses on us that this is the time for new beginnings. Lastly, but possibly most potent for the schools, the spring is the time for closing and crowning the year's work. As a result of

these various influences, we have the games and plays of springtime, many of which embody not only the abandon of running in the free air or playing on the warm earth, but also, in suggestion at least, the labors of early man as he tilled the fresh earth; we have the wonderful Easter celebration, with its message of resurrection after apparent death; we have Flower Day and Arbor Day, with the stress on the thought of planting in youth that we may enjoy in old age, and finally we have the great variety of graduation exercises. Although it has in our country practically entirely a patriotic significance, it would require little thought to connect our Memorial Day celebration with the ideas present in some of the other spring festivals just mentioned.

In planning for celebrations today we can find many suggestions by studying history and legend concerning the

way spring has been greeted by the peoples of other times. Whether or not the word "May" has such a prosaic origin as "Majores" or "Maiores," the Senate in the original constitution of Rome (thus paralleling June from Juniores, the lower house), or the more suggestive one, Maia, the mother of Mercury, to whom sacrifices were offered on the first day of this month, we cannot state, but it is certain that



IV. A spring festival in Central Park. General view.

from the earliest times, both with the Romans and more ancient nations, there was a festival called Floralia, La



Beltine, or something similar, in which flowers played the important part. According to Brand, an ancient writer says, "After their long winter, from the beginning of October to the end of April, the Northern nations have a custom to welcome the returning splendor of the sun with dancing, and mutually to feast each other, rejoicing that a better season for fishing and hunting was approached. In honor of May Day the Goths and Southern Swedes had a mock battle between Summer and Winter, which ceremony is retained in the Isle of Man, where the Danes and Norwegians had been for a long time masters." With all the Northern nations—the Celts, the Irish, the Scotch, the Manx, the Germans, the Russians—there was always some joyous recognition of the revival of vegetation. The remnants of these celebrations persist in many odd customs today, two of the most curious of which are the socialistic demonstrations in Germany and France and the moving day in New York.

But of all the valuable ancient material, there is nothing which is so inclusive and so suggestive for present-day use as the records of the old English May Day ceremonies. We are struck, first of all, in reading these with the remarkable extent of them. They seem to have been celebrated throughout England by all classes of people, from royalty down through peasantry. Stow, who died in 1605, says in his "Survey of London":

"In the month of May the citizens of London of all estates generally in every parish, and in some instances two or three parishes joining together, had their several Mayings, and did fetch their Maypoles with divers warlike shows: with good archers, Morrice dancers and other devices for pastime, all day long: and towards evening they had stage-plays and bonfires in the street."

A typical observance as late as the sixteenth century began in the early morning hours, when the youths and maidens rose with the sun to go forth into the woods and gather the flowers and hawthorn branches. By a natural association of ideas, the hawthorn blossom became known as the "May," and the excursion to gather them, "going a-Maying." Laden down with the flowers, they returned in merry procession, singing to the accompaniment of horn and tabor, and dancing through the village, adorning doors and windows. This incident was reproduced in an Ethical Culture School celebration, and described as follows on the program:

The lads and lasses gather, frolic together, and choose partners to go-a-Maying:

"First of May's the Flora's Day;  
Can you dance the Flora?"

They go forth to the woods and fields to gather garlands. They return with garlands to the village and perform the rites of Purification and invoke the Spirit of Fertility; beating the village bounds; scattering the spirit of prosperity through field and fold, orchard and pasture, streets and houses; decking doors and thresholds; blessing the wells and fountains, and then they unite in a garland dance.

Then came the choosing of the May Queen, that rather dull and empty honor which condemned the lord and lady thus selected to sit in state throughout the day and to refrain from joining in those revels which, were it not for the peasants' ideas of regal majesty, their hearts and the soles of their feet would have ached for.\*

The sovereigns having been chosen, the procession to the green began, and wound throughout the village with joyous song and dance. The green being reached, the sports began in earnest, and lasted until darkness and tired bodies sent all to bed.

In the sports on the green, the May Pole, with the

dances about it, had the central place. Irving in his "Sketch Book" thus describes his feelings on seeing one:

"I shall never forget the delight I felt on first seeing a Maypole. It was on the banks of the Dee, close by the picturesque old bridge that stretches across the river from the quaint little city of Chester. I had already been carried back into former days by the antiquities of that venerable place, the examination of which is equal to turning over the pages of a black-letter volume or gazing on the pictures in Froissart. The Maypole on the margin of that poetic stream completed the illusion. My fancy adorned it with wreaths of flowers, and peopled the green bank with all the dancing revelry of May Day. The mere sight of this Maypole gave a glow to my feelings and spread a charm over the country for the rest of the day; and as I traversed a part of the fair plain of Cheshire and the beautiful borders of Wales, and looked from among swelling hills down a long green valley, through which 'the Deva wound its wizard stream,' my imagination turned all into a perfect Arcadia."

Concerning the pole, Chambers, in his "Book of Days," gives a quantity of curious information dealing with its origin, together with illustrations and descriptions of many types. The music for the dances about the pole was always of a simple, sprightly, double-rhythm type, such as is found in the sixteenth century song, "Come Lasses and Lads," or the still earlier famous "Sellenger's Round." The following description of one of the figures used is given in the "Dancing Master," published in 1670. The number of measures of music used for each portion is indicated in parentheses:

No. 1—Take hands in circle, go round (8).

No. 2—The same, and back again (8).

No. 3a—Hands all in circle, forward and back (4).

No. 4a—Arms all in circle, forward and back (4).

No. 5a—All balance and turn (4).

Nos. 1 and 2 again.

No. 3b—Hands all in lines facing, forward and back (4).

No. 4b—Lines forward singly, both back (4).

No. 5b—All balance and turn (4).

All through again as often as required, but ending with 1 and 2.

In addition to the May-pole dance, there were many others. Some of the most interesting were those performed by the milkmaids, the chimney-sweeps and the Morris Dancers. The milkmaids are thus described in an old work, which may be used to give us suggestions for that new type of country fair about which we are hearing rumors from Dean Bailey:

"Then followed a group of milkmaids dressed in blue kirtles, leading a fine cow, decorated with ribbons of various colors, interspersed with flowers, and the horns tipp'd with gold. They were accompanied by a violin or clarinette player, and a serving man, bearing a frame which covered the whole upper half of his person, on which were hung silver flagons and dishes on heaps of flowers. He joins in dance."

(See Spectator Papers, Vol. V, No. 365, published 1712.)

"The chimney sweepers," says Strutt, "have also singled out the first of May for their festival, at which time they parade the streets in companies, disguised in various manners. Their dresses are usually decorated with gilt paper and other mock fineries; they have their shovels and brushes in their hands, which they rattle one upon the other, and to this rough music they jump about in imitation of dancing. Some of the larger companies have a fiddler with them, and a Jack in the Green, as well as a Lord and Lady of the May, who follow the minstrel with great stateliness, and dance as occasion requires. The Jack in the Green is a piece of pageantry consisting of a hollow frame of wood or wicker-work, made in the form of a sugar-loaf, but open at the bottom, and sufficiently high and large to receive a man. The frame is covered with green leaves and bunches of flowers interwoven with each other, so that the man within may be completely concealed, who dances with his companions, and the populace are mightily pleased with the oddity of the moving pyramid."

The Morris Dancers usually formed a part of the company of Robin Hood and his merry men. This group not only excited the admiration of the spectators by their endurance and skill in performing those long and some-

\*Nothing is more pathetic in the many delegations from the poorer sections of New York who come to Central Park for the little May parties than the isolation of the tawdry little May Queen. (In the course of time the Lord of the May has disappeared.)





V. A spring festival in Central Park. Dancing about the May Pole.

what complicated dances with which we are becoming acquainted through the labors of Cecil Sharp and others, but also provoked much merriment by the antics of their clowns.

"When the dance was finished, the hobby-horse came forward with his appropriate equipment, and frisking up and down the square without restriction, imitated the galloping, curvetting, ambling, trotting and other paces of a horse, to the infinite satisfaction of one class of the spectators. He was followed by the dragon, hissing, yelling and shaking his wings with wonderful ingenuity; and, to complete the mirth, 'Much,' having small bells attached to his knees and elbows, capered here and there between the two monsters in the form of a dance, and as often as he came near the spectators he cast slyly a handful of meal into the faces of the gaping rustics or rapped them about their heads with the bladder. The swordsman, capering about dexterously and balancing a great cake impaled upon his sword's point, favored the spectators with slices at a goodly price. In the meantime Friar Tuck walked around with much gravity, and occasionally let fall the heavy staff upon the toes of such of the crowd as he thought were approaching more forward than they ought to do, evoking repeated plaudits and loud bursts of laughter; this continued till, hobby-horse beginning to falter in his paces, the dragon was ordered to fall back. The beast, being out of breath, readily obeyed, and their two companions followed their example. Then the archers set up a target at one end and made trial of their skill in a regular succession. Robin and Will Stukeley excelled their comrades, and both of them lodged an arrow in the circle of gold."

At times this program might be interspersed with dramatizations of some of the old-time Robin Hood ballads. A suggestion of this type of work will be found in Miss Gover's article in the June, 1911, ATLANTIC EDUCATIONAL JOURNAL.

In addition to the above type of celebration, there have been countless examples of the more contemplative expression given by the great poets of all times. Chaucer, Spencer, Shakespeare and Milton are but leaders of the great army of writers who have done homage to the May. Children who are introduced to Milton not by "Paradise Lost," but by such lines as the following, are less liable to think of him merely as the austere poet of the fall of man:

"Now the bright morning star, day's harbinger,  
Comes dancing from the east, and leads with her  
The flow'ry May, who from her green lap throws  
The yellow cowslip and the pale primrose."

A simple and charming May Day program can be made of poems and songs in praise of the day. The following synopsis of a simple spring festival of this type, given in the Ethical Culture School, will indicate how the chronological thread may be used to bind together much apparently isolated material:

Prolog: Life Indoors—The Last of Winter Games; Wishing for Spring; Robin's Song; The Promise of Spring; First Signs; Pussy Willows.

March: Spring Asleep—The Brownies Around the Figure of Slumbering Spring; The Spirits of Sleep; The Children's Song of Awakening; Jack Frost Interrupts; Spring Shows Signs of Life.

Out of Doors at Last—The Games of Early Spring; The Wind's Interference.

April: Spring Astir—The Children's Invitation to Spring; Spring's Response; Easter Carol and Rejoicing.

Garden Days—Mistress Mary's Flowers; April Showers; Under the Umbrellas.

May: Spring Awake—Spring Greet the May; May's Summons; The Crowning of May; May Day Frolics.

When we come to the subject of plays for this season we are introduced to a type which fortunately is becoming more common every year—the outdoor drama. The Ben Greet and the Coburn players have shown us how easy and how wonderfully effective it is to have the Shakespearean woodland plays in an opening in the forest. "As You Like It," "A Midsummer Night's Dream," "Winter's Tale," "The Tempest," have already been successfully given in this way. (What finer celebration of Shakespeare's birthday, April 23, could be given, in parts of our country where the weather would permit, than one of these plays produced in memory of him?) Tennyson's "Foresters" and Percy Mackaye's "Canterbury Pilgrims" and Josephine Preston Peabody's "Piper" have also been given effectively, and to this list we may add, although it is, of course, not in the class of these larger works, Dorothea Gore Browne's charming pastoral "Sweet Briar," which is probably best adapted of all these named for presentation by children. But the list of what has been done—and, of course, what is here stated is by no means complete, inasmuch as it does not include, on account of their local and not generally transferable nature, such important undertakings as the grove plays in California, Tree Day, Daisy Day, Campus Day and the other special names for spring festivals at the great universities and colleges, and other manifestations which need not here be mentioned—is insignificant compared to what can be and what doubtless will be done in the next few years. There are already many little plays which can immediately be transferred to the open—many of the old English masques, such as "Pan's Anniversary," by Ben Jonson; "The Arraignment of Paris," by George Peele, and even Sir Philip Sidney's "Lady of May"—although these two may be valuable only in part; "The Enchanted Garden" and "The Pageant of the Hours," in Constance D'Arcy Mackay's book of plays called "The House of the Heart"; "Orpheus" and "The Pool of Answers" in Mrs. Anne Throop Craig's



book on "The Dramatic Festival"; simple dramatizations of the Robin Hood ballads, such as the one mentioned above; adaptations from the myths and stories of Greece, Rome, Germany, The Norse, England and other countries, such as "Ceres and Persephone," "The Ugly Duckling," "Hansel and Gretel," "The Light Princess," "Jack and the Beanstalk," "Boots and the Trolls," "The Sleeping Beauty" (of which Miss Hermine Schwed has made a pretty version).

Then, of course, there are the many original fantasies which clever teachers can themselves originate. An imaginative mind reading through Chambers' prose description of May in his "Book of Days" will readily picture a beautiful pageant on the coming of spring, in which the advent of this dainty maiden is shown in song, story, pantomime and picture. Spenser and the other poets will help us to see her dancing and singing to the music of birds and brooks, lightly touching and bringing into faint flush the delicate vegetation in her path, stirring into action the bees and butterflies, inspiring the milkmaids to sing, the anglers to whistle, the children and the rest of the world in general to hasten into the fields to gather the early spring flowers. Another pretty festival could be worked out in tracing the life of flowers from the time of the seed distribution in the fall to the flowering in spring and summer. This would give a chance for involving many children in various capacities of trees and bushes, of various kinds of seeds, of winds which scatter the seeds, of the coming of the cold and the blanket of snow, the struggle between Jack Frost and the spring, and the gradual stirring into life of all vegetation under the influence of the warm sun, the first awakening of seeds, and so on to the full blossoming season. Such a festival offers excellent possibilities for using various grades, because the many kinds of characters can be apportioned according to the abilities of the children.

Let it be said in closing this fragmentary discussion that the pervading note of the spring celebration may well be that of almost childish joy in the beauty of bud and blossom which is again with us. Now, while in festivals as elsewhere, beauty may be its own excuse for being, it is possible to deepen and heighten the joy in beauty by adorning the tale, if not with a moral, at least with a bit of contemplation. It is not too much even for children to consider what is behind all this exuberant life. Nature has again fulfilled her promises; she has again shown herself absolutely stable; she has again demonstrated that with her progress is ever renewed and life is never ending. From this we may easily pass on to the human application of eternal resurrection—that "every day is a new beginning, a world made new." Even in peasant festivals we find now and then evidences of this deeper thought. The people of Florence today go forth early into the woods on May Day and there release from little cages they have purchased from venders in the city imprisoned grasshoppers, thus recalling the freeing of life which the spring with its Easter season brings. The maids in Cornwall are exhorted to rise early on May Day and bathe their faces in the dew that new beauty may be theirs. And so we find continually suggestions of the idea of re-birth, of new possibilities of the beauty in life, bestirring one's self that one may go forth to seek, if not the Holy Grail, at least new life. Let us see that our children realize something of the wonder, the mystery and the eternal promise of spring.

"Tho' ages close and manners fade,  
And ancient revels pass away;  
Among us let it not be said  
Forgotten is fair Flora-day.

—Old Song.

#### BIBLIOGRAPHY.

In preparing for these and other celebrations much help may be found in "*Festivals and Plays*," by Percival Chubb and associates (Harper); in which a number of specialists have dealt with questions of text, music, costume, decoration, dancing and other problems in the festival, with many illustrations and references; in the *Folk Festival*, by Mary Master Needham (Huebsch), in which present-day possibilities of old festivals are indicated by one who has made many experiments with them, and in the following special texts dealing with individual topics: West, *May-Day Revels* (Novello); Moffat, *The Minstrelsy of England* (Schirmer); Moffat, *Children's Songs of Long Ago* (Augener); Galpin, *Ye Olde Englysche Pastymes* (Novello); Kimmin's *The Guild of Play Book*, Vol. 1 (Curwen); Neal, *The Esperance Morris Book* (Curwen); Burchenal and Crampton's *Folk Dance Music* (Schirmer); Lincoln, *May-Day Possibilities* (American Gymnasia Company); Hofer, *Singing Games* (Flanagan); Pyle, *The Merry Adventures of Robin Hood*; Buckingham, *The Tale of Robin Hood and His Merry Men* (Globe School Book Company); Mabie, *Fairy Tales Every Child Should Know* (Doubleday, Page); R. Chambers, *The Book of Days* (Lippincott); Brand's *Popular Antiquities* (Bell & Sons); Strutt's *Sports and Pastimes of the English People* (Chatto & Windus); Chambers' *Medieval Stage*, Vol. I; Frazer's, *The Golden Bough*; W. Robertson Smith's *Greek Religion*; Havard's *Les Fêtes de nos Pères*; Ditchfield's *Old English Customs*.

## CAMP FIRE GIRLS

By CHARLOTTE JOY FARNSWORTH

Horace Mann School, Teachers College, New York City

[INTRODUCTORY NOTE.—It was inevitable in a country in which co-education is so strongly entrenched that some movement should arise which should accomplish for girls what the Boy Scouts is doing for boys. As one who has been associated with the Camp Fire Girls from the inception of the idea through the present extensive labors of national organization, Mrs. Farnsworth is peculiarly qualified to give this authoritative statement regarding the aims of this important project. Since the central idea is so closely allied with romance and with the dramatic possibilities of present-day life, an article outlining the scheme has peculiar fitness under the Department of Festivals.—P. W. D.]

WE hear the question, "What is it that in three years' time has made 300,000 boys belonging to the Boy Scout organization desire to be polite, kind, efficient in bearing and excellent in scoutcraft?" It is the element of romance and adventure that has been infused into the daily life. The Khaki suit and scout felt hat are a symbol and a prize to be coveted. They stand for play and work, and the fact that the boy tests his walking, climbing, signalling and camping knowledge in competition with others. More than that, groups working together at some specific task enable each individual in that group to gain the joy that comes from a larger attainment than could be his, working alone.

What more natural than that the girls should say, "We wish that we could be scouts, too." And the people who sympathize with their desire, students of the problem of woman's changing relation to the home and community, have seen an opportunity to fill this need of the girls, to bring romance and adventure into their lives by defining





Making fire with the rubbing sticks. The fire at a Council Meeting is often started by the girls in this way.



A ceremonial meeting. A Woodgatherer is being elevated to the rank of Fire Maker. The girls seated are the members of the council; the one standing with her hand raised is the Guardian of the Fire. The beads worn are the honors which have been won in health, hand work, home work, etc.



Lighting the Ceremonial Fire with the rubbing sticks, which are seen in the foreground. She has produced the spark; she has placed tinder upon it; and is now converting the spark into a flame.

and making of interest and value the work and play that is woman's. The need of definition is imperative. Woman's work largely has left the home, being found now in the schools, factories and workshops. Woman must follow, and as she follows she becomes aware of new responsibilities to those about her. The home is only the foreground of her picture, and her view is extending over the community middle ground to the nation's distant horizon.

How may our girls be taught these values and their relations to them? By realizing that they may do work that can be measured, tested and recognized by the conferring of an honor which shall have as much value to the owner as does the Phi Beta Kappa key to the college girl.

Centering about the symbol of the organization, Fire, the Camp Fire Girls have four orders, indicating tests passed and honors gained. The first rank is that of the Wood Gatherers; the second, the Fire Maker; the third, the Torch Bearer, and the fourth, the Guardian of the Fire. A girl becomes a Wood Gatherer by expressing the following desire and repeating the Lore of the Camp Fire: "It is my desire to become a Camp Fire Girl, and to obey the law of the Camp Fire, which is to

"Seek beauty,  
"Give service,  
"Pursue knowledge,  
"Be trustworthy,  
"Hold on to health,  
"Glorify work.

"This law of the Camp Fire I will strive to follow."

The Wood Gatherer is entitled to wear a green chevron on her arm, the design of which is two logs of wood, crossed, ready for burning. She may wear a silver ring with a design representing a bundle of faggots if she wishes to pay 25 cents. This is optional, as are all expenses in the organization.

After three months, the rank of Fire Maker may be taken, the following desire being repeated:

"As fuel is brought to the fire,  
So I propose to bring  
My strength,  
My ambition,  
My heart's desire,  
My joy  
And my sorrow

To the fire  
Of humankind;  
For I will tend,  
As my fathers have tended,  
And my father's fathers,  
Since time began,  
The fire that is called  
The love of man for man,  
The love of man for God."

The Fire Maker has passed tests in such subjects as homecraft, health and nature lore. For example, she has helped "to prepare and serve, together with the other candidates, at least two meals for meetings of the Camp Fire, or in the home, this including purchase of food, cooking and serving and care of fire." She has "mended a pair of stockings or a tear, patched a knitted undergarment and hemmed a dish towel." She has "slept with open windows or out of doors for at least one month." She has "refrained from sodas and candy between meals for at least a month." She can "name the chief causes of infant mortality in summer, telling how and to what extent it can be reduced in one American community." The Fire Maker is beginning to work socially with and for others, as indicated by the first and last requirement mentioned above. No tests for endurance or for the making of records are given. The tests are meant to point the direction along which habits of efficiency should be formed.

The Torch Bearer has this desire:

That light which has been given to me,  
I desire to pass undimmed to others.

To win the rank "she must have organized a group of not less than three girls and led them regularly in any of the Camp Fire activities for not less than three months, or one month, if she gives her entire time, as in camp. She must be known to the Guardian as trustworthy, happy, unselfish, a good leader, a good 'team worker,' and liked by the other girls."

There are elective honors covering a broad field, so that any girl living in the city or country, north or south, at home, in school or in business may find honors for which she can compete. The honor for "walking 40 miles in any 10 days" might be won by a girl in an office walking to and from her work. "Gathering two quarts of wild berries or fruit and making them into a desert" would appeal to



the girl in the country. The business girl would be the one likely to "keep a bank account and set aside a definite amount per month a year." These honors are classified under the head of Health, Homecraft, Nature Lore, Campcraft, Handcraft, Business, Patriotism. Patriotism means any service rendered the community, securing clean streets, observing Arbor Day, helping in a Fourth of July civic festival or in a historical pageant.

Once a month there is a Council Fire—a meeting of the Camp Fire when the girls, clothed in ceremonial gowns, gather about the fire which has been kindled by the Fire Maker. The fire may be built by logs out of doors or symbolized by candles in the house. Honors are awarded, business transacted, a Fire Story told, and perhaps some entertainment given, such as a play, the repeating of poetry, folk dances or games. Talks on the Camp Fire Law learned by all Wood Gatherers are given, at the close of which the girls repeat the following:

"This Law of the Fire  
I will strive to follow  
With all the strength  
And endurance of my body,  
The power of my will,  
The keenness of my mind,  
The warmth of my heart  
And the sincerity of my spirit."

In these ways the Camp Fire Girls discover that romance and adventure are to be found in wholesome, daily living; the honors, badges and ranks stand for such things as fine health, efficient homes, love of nature and service to the community.

NOTE.—The Camp Fire Book, with full directions for organizing Camp Fires, can be had for 25 cents by writing to the Camp Fire Girls office, 118 E. 28th street, New York City.

## CIVICS IN THE ELEMENTARY SCHOOLS

By HELEN K. YERKES

Principal of George R. Thomas School, Philadelphia

IN attempting to outline a course in civic teaching for young children at this stage of the development of the subject it is necessary to remind the reader that such a course must be regarded as merely suggestive. Gertrude Van Hoesen says in the *Elementary School Teacher*, Chicago University, December, 1904, that prior to the work of the fourth grade "the children have been getting acquainted with their environment and know to a certain degree what the prominent features are." Under present conditions some of us are inclined to quarrel with this statement. It is the fact that we adults *think* the children know their environment, which fact leads us to blunder seriously when we attempt later to present the more general truths of civic lore, and again when we demand action based on a clear comprehension of civic rights and duties. It is the introduction of the child to his new relationships among the many other girls and boys, to the new authority called the teacher, to the large surroundings called the school; this is the work of the early primary grades. These are the environments he must be taught to understand in first grade by the school which is responsible for his first steps in life as a citizen. His circle of known "environments" must broaden as they are presented in successive grades. Out of the home into the school is a step to be recognized by the pupil himself as an epoch which we believe he may be led to understand by the skilful presentation of community conditions through the following plan:

### GRADE I.

#### *Home vs. School.*

- (a) Relations:
  - (1) Father, mother, sisters, brothers—Love, life in family—Authority.
  - (2) Teacher, classmates, friendships, work in class—Authority.
- (b) Classroom—Conditions:
  - (1) Desks—Ownership: { Rights.  
                                  Responsibilities.  
                                  Equipment: Books, pencils, rulers, etc.
  - (2) Movements—Aisles, game groups, passing of materials.
  - (3) Habit:
    - (a) Command and obedience.
    - (b) Order, cleanliness, happiness, safety.

#### (c) Playground:

- (1) Spaces for certain classes.
- (2) Drill on equipment—Rights by turns.
- (3) Order in assembly for return to class.

#### (d) Hall—Methods of passing:

- (1) Alone.
- (2) Groups.

#### (e) Basement:

- (1) Obedience in work.
- (2) Room for play and noise.
- (3) Order in return to class.

#### (f) Refreshment and recreation:

- (1) Continue lunch drill of kindergarten.
- (2) Sanitary drinking cups.
- (3) Recess opportunities, cultural habits.

#### (g) Aim of course:

- (1) *Home*—One of a few.
- (2) *School*—To make the child conscious he is one of many.

#### (h) Methods:

- (1) Visits and drill with teacher around the school plant.
- (2) Oral talks:
  - (a) During visits.
  - (b) In class after return.
  - (c) Games—Children playing Mother, Teacher, Captain, It, etc.
  - (d) Industry songs—Continued from the kindergarten.

### GRADE II.

#### Subjects:

- 1. Home vs. School—Reviewed.
- 2. Streets:
  - (a) Names—Where read.
  - (b) Directions.
  - (c) Important (local) junctions.
  - (d) Paving:
    - (1) Middle—Breadth.
      - (a) Car lines, vehicles, large animals.
    - (2) Foot-path—Width.
      - (a) People, toy vehicles, small animals.
    - (3) Etiquette of the street.
      - (a) Passing, greeting, clean habits, etc.

- (e) Drainage—Curbing:
  - (1) High in center—Flow of water.
  - (2) Foot-paths—High toward buildings—Water.
  - (3) Gutters lead to culverts.
    - (1) Openings to underground pipes.
    - (2) Water and filth in pipes.
    - (3) Dangers to avoid by children—Poisons.
  - (4) Care of streets.
    - (1) City—Cleaners, garbage receptacles and laws.
    - (2) People—Avoid dropping things, pick up things, report wrong conditions.
    - (3) House-owners—Clean pavements, avoid piling things on pavements, watch to make repairs, etc.
- (f) Lighting:
  - (1) Kinds of lamps, where hung, how cared for, how many.
  - (2) Avoid damage, report defects.
- (g) Air:
  - (1) Streets as air channels.
  - (2) Porches and roof yards—
 

Private.	Public.
----------	---------
- (h) People—On streets:
  - (1) Drivers bringing food to homes.
  - (2) Men in care of cars.
  - (3) Passengers—In, on, off cars—Etiquette.
  - (4) Ambulance—Caretakers.
  - (5) Fire corps.
  - (6) Policemen.
  - (7) Men, women, aged ones, children—Etiquette.
- 3. Aim—Conscious civic observation and conduct in public thoroughfares.
- 4. Methods:
  - (a) Visits with teachers outside the school.
  - (b) Pictures of streets.
  - (c) Sketches by children.
  - (d) Dramatization by children.
  - (e) Oral talks with children.
    - (1) During visits for observation.
    - (2) In classroom from memory data.

# TESTING FOR EFFICIENCY IN ARITHMETIC

By LIDA LEE TALL

Supervisor of Grammar Grades, Baltimore County, Md.

REALIZING that the time-cost in the daily schedule of work for the fundamental processes in the grammar grades was too great for the efficiency that resulted, and realizing also that we must get at the root of the complaint made in all the grades from the fourth up to the eighth that the pupils did not know how to add, subtract, multiply and divide, and that they thereby retarded the regular grade work in arithmetic for at least two months (with many teachers of the pure drill type for sometimes four months), we began some remedial work in the grammar grades in Baltimore County, Maryland, in April, 1910.

This remedial work consisted of speed tests for accuracy at small time-cost. At first single line additions with ten addends were used as follows:

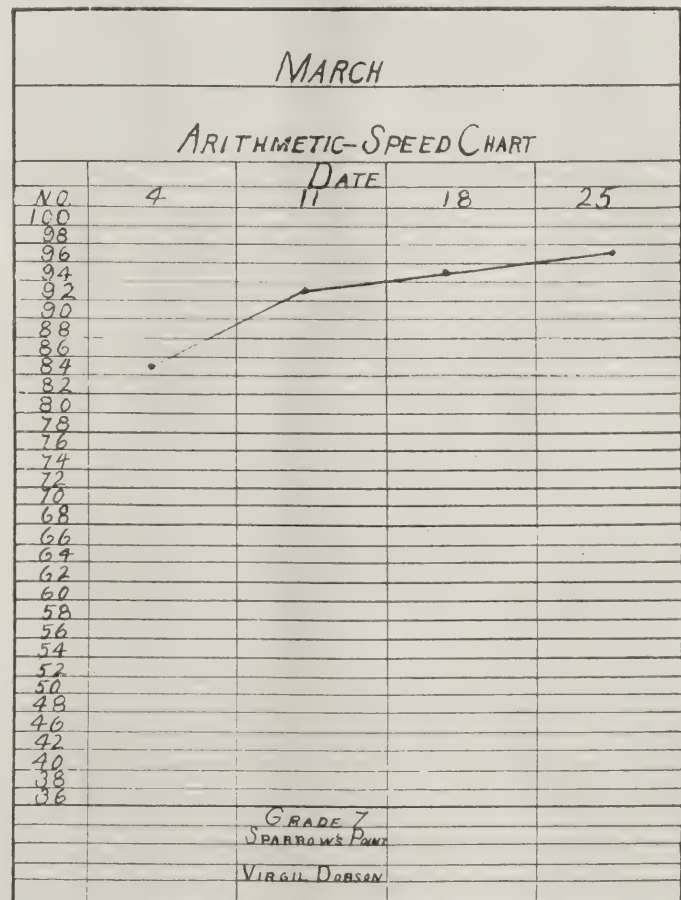
Time allowed—10 minutes.

3	8	5	2	7	3	9	5	4	4	3	8	7	7	3	9
4	4	4	5	7	6	2	9	6	7	7	5	4	4	7	2
6	5	3	9	9	4	7	5	5	4	7	7	8	8	7	2
2	9	7	6	6	9	8	6	4	5	9	9	3	3	8	7
7	7	6	7	5	7	2	8	9	7	2	4	3	6	5	4
8	6	7	8	4	6	5	2	2	6	8	4	7	7	3	2
8	3	5	3	8	8	4	9	7	6	6	5	5	5	2	7
3	8	4	4	7	5	4	7	2	8	5	8	7	7	8	5
9	7	2	9	8	7	7	7	9	9	9	9	8	8	3	4
5	9	7	8	9	6	9	4	6	4	5	6	6	5	4	9

8	4	4	9	5	5	4	7	8	4	2	7	7	4	9	9
2	7	6	3	3	2	6	9	8	2	5	7	6	9	8	3
8	7	3	6	3	7	7	6	4	5	9	8	5	5	8	2
7	9	5	6	6	9	4	2	9	7	2	8	7	2	9	4
9	6	8	5	4	4	2	9	7	7	6	6	7	6	4	9
4	9	3	7	7	6	5	7	7	6	3	9	9	8	6	8
6	5	5	7	7	8	3	5	9	8	9	8	6	9	7	6
3	7	6	2	5	8	3	6	9	7	4	4	5	5	7	7
1	3	2	9	9	6	9	6	3	9	3	9	3	7	6	7
9	2	7	6	8	7	8	3	6	9	8	7	8	8	7	

(Sixty-four examples of this kind were given.)

These tests, at first, were given once a week, and the pupils made graphs and recorded their results:



The teachers became interested, and so did the pupils. In 1910-1911, the fifth, sixth and seventh grades began systematic work not only with additions like the above, but with simple subtraction, multiplication and division examples:



Time allowed—2 minutes.

2 9 8 7 5 7 2 8 3 8 7 6 4 8 3 7 4 7 6 5  
x2 6 3 8 5 9 7 4 2 6 3 8 5 9 7 4 2 6 3 8

3 9 4 6 5 6 5 4 2 2 5 4 6 5 4 3 9 3 6 5  
x5 9 7 4 2 6 3 8 5 9 7 4 2 6 3 8 5 9 7 4

7 6 3 2 4 4 7 3 8 3 2 9 7 5 8 2 9 2 9 8  
x2 4 3 8 5 9 7 4 2 6 3 8 5 9 7 4 2 6 3 8

(One hundred and twenty examples were given.)

Time allowed—5 minutes.

67 89 78 75 68 74 57 68 72 38 49 57 69 87 67 64 53 24 58 92  
x36 58 75 64 58 79 63 46 53 46 57 62 37 49 75 68 77 56 53 42

87 65 64 35 48 76 59 86 79 77 63 47 52 36 54 79 99 86 75 42  
x34 57 89 78 75 47 63 48 59 77 86 79 88 99 59 64 73 86 57 27

47 60 89 79 85 68 74 63 57 60 79 82 35 46 57 80 86 79 64 52  
x79 89 85 60 74 57 59 87 74 56 53 27 60 87 79 80 97 85 63 24

57 68 80 87 67 64 57 79 83 53 67 68 79 88 67 64 65 63 25 35  
x25 57 60 87 89 78 75 67 78 79 80 92 35 46 57 60 87 80 88 72

57 68 79 88 79 75 64 72 35 46 78 79 86 79 88 97 85 67 69 78  
x25 36 57 68 79 89 79 69 59 64 57 35 47 58 74 79 57 74 69 72

56 57 87 89 88 79 86 75 46 57 63 46 58 79 92 37 64 58 76 79  
x35 47 67 68 78 79 98 86 75 68 79 83 46 57 68 79 98 86 77 55

In June, 1911, the Stone Fundamental Test was given to the sixth and seventh grades:

#### THE STONE FUNDAMENTAL TEST.\*

Work as many of these problems as you have time for; work them in order as numbered.

1. Add 2375 *All columns correct=score of 4 in addition.*  
4052 *3 columns correct=score of 3 in addition, etc.*  
6345  
260  
5041  
1543

2. Multiply 3265 by 20. *Multiplying by 0 and by 2 correctly=score of 2 in multiplication.*

3. Divide 3328 by 64. *If all correct=score of 1 in subtraction, 2 in multiplication, 2 in division.*

4. Add 596  
428  
94  
75  
302 *3 addition.*  
645  
984  
897

5. Multiply 768 by 604. *2 addition, 3 multiplication.*

6. Divide 1918962 by 543. *3 subtraction, 4 multiplication, 4 division.*

7. Add 4695  
872  
7948  
6786  
567 *4 addition.*  
858  
9447  
7499

8. Multiply 976 by 87. *4 addition, 2 multiplication.*
9. Divide 2782542 by 679. *2 subtraction, 4 multiplication, 4 division.*
10. Multiply 5489 by 9876. *7 addition, 4 multiplication.*
11. Divide 5099941 by 749. *2 subtraction, 4 multiplication, 4 division.*
12. Multiply 876 by 79. *3 addition, 2 multiplication.*
13. Divide 62693256 by 859. *4 subtraction, 5 multiplication, 5 division.*
14. Multiply 96879 by 896. *7 addition, 3 multiplication.*

In September, 1911, this test was given again to the sixth and seventh grades, and also to the eighth grade. A scoring slightly different from Mr. Stone's was used: the question 64)8725, Mr. Stone scores 2 for division, 3 for subtraction and 2 for multiplication; we scored 2 for division and 1 for the rest of the work; this made a simpler scoring for the teacher.

Using these results as the basis for further work, each teacher was asked to give a five-minute written test (this time was exclusive of the time needed for copying the questions) for a month in the fundamental process her class was most deficient in, and then to give the Stone Test at the close of the month.

In November this procedure was changed to an oral test for five minutes four days a week, followed by a written test for five minutes every Friday.

In January, 1912, the Stone Fundamental Test was given again. See the records below, and compare them. It was evident that the class speed tests were remedying the defects of the class work *as a whole* at least:

#### SAMPLE OF RECORD OF SPEED TESTS.

##### Sixth Grade.

	Sept. %	Jan. %
Arlington .....	52.	56.5
Catonsville .....	52.6	66.3
Fullerton .....	40.5	....
Govans .....	34.8	51.2
Gardenville .....	46.3	....
Howard Park .....	49.7	62.
Highlandtown .....	....	49.7
Highlandtown .....	41.5	55.2
Highlandtown .....	32.9	52.7
Lansdowne .....	46.1	61.
Mt. Washington .....	44.8	59.0
Orangeville .....	48.6	....
Pikesville .....	41.2	60.4
Towson .....	37.7	54.5
Sparrows Point .....	54.	67.
Willow Avenue .....	67.3	....
Westport .....	51.3	53.
Pimlico .....	43.2	63.3

In February, 1912, the following notice was sent out to the schools:

#### To the Principal:

Tests to show the Arithmetical Ability of the children of the Sixth, Seventh and Eighth Grades of the Baltimore County Schools will be given at the office, 300 N. Charles street, March 6th, at 3 P. M., as follows:

#### I. Test for Speed and Accuracy in Fundamentals.

One Sixth, one Seventh, one Eighth Grade pupil from each of these grades in a school may enter. If the school cannot send a representative from each class, it may send one from the Sixth, or one from the Seventh, or one from the Eighth.

A trophy for the school will be given to the winning contestant in each grade group.

#### II. Test for Speed and Accuracy in Reasoning.

One Sixth, one Seventh, one Eighth Grade pupil from each of these grades in a school may enter. If the school

\*Dr. C. W. Stone, Farmville Normal, Farmville, Va.

cannot send a representative from each class, it may send one from the Sixth, or one from the Seventh, or one from the Eighth.

A trophy for the school will be given to the winning contestant in each grade group.

The contestants in the Reasoning test may be the same pupils who are entered for Test I, or other pupils may be entered.

Each contestant must wear a card or cards registering the test or tests for which he is entered, and his name, school and grade. Example: John Doe will enter the two contests—the Fundamentals and the Reasoning. He will wear two cards.

Parents may be invited to accompany the children sent in to the tests.

If the location of the school is such that train or trolley accommodations make it impossible for your classes to enter the contests, state this on the blank below.

The following are the tests that were given to the children who were entered (you will notice that they are based on the Stone Tests):

FUNDAMENTAL TEST.

Work as many of these problems as you have time for. Work them in order as numbered.

(Twelve minutes were allowed for the work.)

1. Add

695  
824  
49  
57  
203  
546  
489  
798  

---
2. Divide 9286 by 30.
3. Divide 6272 by 64.
4. Add

7325  
2504  
4536  
620  
4051  
3514  

---
5. Divide 2617932 by 654.
6. Multiply 879 by 68.
7. Multiply 879 by 68.
8. Add

795  
3826  
437  
2325  
5943  
6049  
2492  
7487  

---
9. Divide 8274953 by 769.
10. Multiply 8459 by 6879.
11. Divide 806691 by 839.
12. Multiply 758 by 97.
13. Divide 762792526 by 958.
14. Multiply 96789 by 689.

REASONING TEST.

Work the problems in order as numbered. Write the answers opposite the question.

Do only as much work on the paper as you find necessary.

(Fifteen minutes were allowed for the work.)

1. A certain grocer gains 1½ cents on every 4 ounces of coffee which he sells. What would he gain by the sale of 16½ pounds?
2. How many cakes at seven for 10 cents can I buy with a half-dollar?
3. A man bought 17 old books for 75 cents apiece and sold them for \$1.37. How much did he make?
4. By selling a farm for \$3500, the owner lost one-sixth of the cost. Find the cost.
5. A man had \$24. He gave a quarter of it to his son and \$5.75 to his daughter. How much had he left for himself?
6. A merchant lost one-third of his capital. He then gained \$300, after which he had \$2700. How much had he at first?
7. A milkman bought his supply of milk for \$2. He sold it at \$3.20, gaining 2 cents on each quart. How many gallons did he sell?
8. A woman earns three times as much as a boy and a man twice as much as a woman. If the daily wages of

a man, a woman and a boy amount to \$6.50, what are the daily wages of each?

9. A tank is full of water. After one-third of its contents has been drawn off, one-fifth of the remainder is also drawn off. If 16 gallons are then left in the tank, what does it hold when full?

10. In a trolley car there were 29 people. At the first stop 8 got off and 5 got on; at the second stop 13 got off and 10 got on. How many were in the car then?

11. If 2¾ barrels of flour costs \$23, what will 6¼ barrels cost at the same rate?

12. Two cities are 288 miles apart, and two men on bicycles leave these cities at the same time and travel toward each other, one going 8¾ miles an hour, and the other going 9¼ miles an hour. How far will each have traveled when they meet?

The following are the results from the two tests:

FUNDAMENTALS.

Number of schools represented..... 43  
Number of children taking the test:

Sixth Grade children.....	37
Seventh Grade children.....	37
Eighth Grade children.....	24
Total .....	98

Highest possible score:

Question	Points.
1.....	3
2.....	4
3.....	3
4.....	4
5.....	5
6.....	4
7.....	3
8.....	4
9.....	6
10.....	5
11.....	4
12.....	3
13.....	7
14.....	4
Total .....	59

The 37 sixth grade individual scores:

Points	10-20	20-30	30-40	40-50	50-59
		25	30	42	54
		21	39	42	54
		26	36	40	55
		24	35	45	
		27	30	40	
		23	39	40	
		29	37	48	
		24	35	45	
		29	32	47	
		28	33	44	
		27		44	
				43	
				40	

The 37 seventh grade individual scores:

Points	10-20	20-30	30-40	40-50	50-59
	17	22	36	40	51
		29	34	46	51
		26	34	43	53
			37	48	51
			36	41	55
			33	47	56
			33	45	53
			35	48	
			36	41	
			32	48	
			33	41	
				46	
				40	
				49	
				42	



## The 24 eighth grade individual scores:

Points	10-20	20-30	30-40	40-50	50-59
		26	32	47	55
			32	41	57
			38	43	52
				42	54
				43	50
				45	54
				47	
				42	
				40	
				48	
				49	
				47	
				43	
				45	

## Summary:

(a)	Sixth Grade.	Seventh Grade.	Eighth Grade.
Highest score—Points...	55	56	57
Lowest score—.....	21	17	26

## (b) Average Score by Grades:

	Points.	Per cent.
Sixth Grade.....	37	61.9
Seventh Grade.....	41	69
Eighth Grade.....	44½	75.7

## REASONING.

Number of schools represented..... 43

Number of children taking the test:

Sixth Grade children.....	34
Seventh Grade children.....	33
Eighth Grade children.....	26

Total..... 93

Highest possible score:

Question	Points.
1.....	4
" 2.....	3
" 3.....	3
" 4.....	3
" 5.....	4
" 6.....	4
" 7.....	4
" 8.....	7
" 9.....	5
" 10.....	5
" 11.....	3
" 12.....	5

Total..... 50

## The 34 sixth grade individual scores:

Points	0-10	10-20	20-30	30-40	40-50
7		16	25	30	
6		12	20	38	
7		13	20		
4		12			
6		19			
7		14			
5		19			
7		16			
7		14			
5		12			
0		11			
		13			
		15			
		15			
		14			
		15			
		15			
		13			
		12			

## The 33 seventh grade individual scores:

Points	0-10	10-20	20-30	30-40	40-50
6		19	29	31	50
3		10	21	33	45
3		17	24	31	41
7		15	21	32	43
		16	23	38	
		11	25	35	
		16	25	39	
		17	25		
		11	22		

## The 26 eighth grade individual scores:

Points	0-10	10-20	20-30	30-40	40-50
		17	23	39	43
		16	28	33	
		18	26	32	
			26	36	
			24	32	
			26	33	
			26	35	
			23	33	
			22	38	
			27	36	
			23	32	

## Summary:

(a)	Sixth Grade.	Seventh Grade.	Eighth Grade.
Highest score—Points...	30	50	43
Lowest score—.....	0	3	16

## (b) Average Score by Grades:

	Points.	Per cent.
Sixth Grade.....	13	25.4
Seventh Grade.....	24	47.6
Eighth Grade.....	29	57.4

If you will notice how the scores fall in both of these tabulations, you will be interested in the massing of the scores for the separate grades.

Compare this with Dr. Courtis' conclusions:\*

In general:

40% of any class will in score *fall below* the average of the *next lower grade*.

25% below the average of the *second lower grade*.

10% below the average of the *third lower grade*.

30% will *exceed* the average of the *next higher grade*.

22% will *exceed* the average of the *second higher grade*.

10% will *exceed* the average of the *third higher grade*.

"This condition exists in all schools—private, public, city, county, American, English—and must be due to the inherent differences between individuals."

You will see that even our picked children showed the same massing and individual variation.

The record sheets show conclusively that we need further remedial work, both in Fundamentals and in Reasoning.

To solve the question, *How shall the time-cost of fundamentals be reduced?* we shall probably use Dr. S. A. Courtis' conclusions (see the March number of the ATLANTIC) as the point of attack. He has been testing schools all over the country, and has been able to arrive at standard scores for simple facts in addition, subtraction, multiplication and division, both in fundamentals and reasoning. These standard scores show the control of number facts a child should have in one minute of time. They are given for third, fourth, fifth, sixth, seventh, eighth and ninth grades. Here, then, will be the test which, when applied, will help us to diagnose individual efficiency or deficiency. If work above the standard score is probably waste effort, there is every reason to believe that in the future the teacher will be able to leave the 50 per cent. of the class that has reached the norm to go on and fix their knowledge through the right kind of motivated work, while she works at the problem with the deficient 50 per cent.

Many of our principals are now giving the first five Courtis' tests in their schools from the third grade up, and we hope to have these results tabulated soon.

All of the teachers are lending their hearty co-operation to the work. Our greatest difficulty in this speed-work has been in finding the time for the copying of the tests by the pupils. It sometimes takes 10 minutes or more to copy the examples for a one-minute test. Printed sheets, such as Dr. Courtis has for sale, will solve the difficulty, and we are hoping in the next year to secure these.

\*Dr. S. A. Courtis, Day and Home School, Detroit, Mich.

# APRIL POEM PAGE

Selected by MARTHA S. POPE, Friends' School, Baltimore

## SONGS OF APRIL

The April sky sags low and drear,  
The April winds blow cold,  
The April rains fall gray and sheer,  
And weanlings keep the fold.

But the rook has built, and thrushes throng,  
And over the faded lea  
The skylark scatters his hocketing song;  
And he is the bird for me!

For he sings as if, from his watchman's height,  
He saw, this blighting day,  
The far vales break into color and light  
From the banners and arms of May.

Deep in my gathering garden  
A gallant thrush has built;  
And his quaverings on the stillness  
Like light-made song are spilt.

They gleam, they glint, they sparkle,  
They glitter along the air,  
Like the song of a sunbeam hiding  
In a tangle of red-gold hair.

And I long, as I laugh and listen,  
For the angel hour that shall bring  
My part, preordained and appointed,  
In the miracle of spring.

—W. E. Henley.

Oh, life! Oh, song! Oh, the long awe of spring!  
A little shines the light;  
Then lo, to left, to right,  
Across the garden flags some baffling thing!  
See the round scarlet leap from April clod;  
Empty we turn away,  
Dared by that bit of clay;  
For tulips still are tulips, God still God.  
—Lizette Woodworth Reese, in *Today*, from *A Wayside Lute*.

## AN APRIL SONG.

Winds of March have left the sky,  
April's blue seems very nigh  
As I look up, listening,  
To the earth's rechristening.

Suddenly a flash of fire,  
Nearer, feeling my desire,  
Wings the cardinal singing  
To his mate. Fast he's flinging

Winter's care away, to say,  
"Beauty sings a lay so gay!  
All the world's at play today!  
Springtime's here to stay away!"

—Martha S. Pope.

## THE DAFFODIL.

Today I crossed the grass until  
I met a yellow daffodil,  
Who took such tiny steps and slow,  
I wondered if I saw her go;  
She seemed to tremble in the grass;  
I stood quite still to let her pass,  
And whispered soft as kelpies do,  
"It's corners make you dizzy, too?  
I couldn't hear one word she said;  
She held her arms above her head,  
And it was shiny gold, but all  
The rest of her was green and tall.  
I waited—hours—until I thought  
The little way that she had got  
Was making her feel shy maybe,  
And not to be as big as me;  
I kissed her then and left her there,  
Turning the corner with great care;  
I could not hear one word she said,  
But hoped that she was comforted.  
—Grace Hazard Conkling, in *the Craftsman* for April.

## APRIL

You are a lyric wonder, old comrade!  
Year by year, when you touch the strings,  
The old songs ring to a newer rhythm,  
The whole world knows it is April sings.

With the sign from you Spring's couriers hasten,  
Chant the songs your master-touch woke;  
The dawn breaks resonant on the mountains,  
A first camp signals with spire of smoke.

You are the guide—we follow in metre,  
The wildwood ways that are wet with dew;  
Touch with your wand, O master of poets,  
Our crude lines—mold them and make them true!  
—Selected.

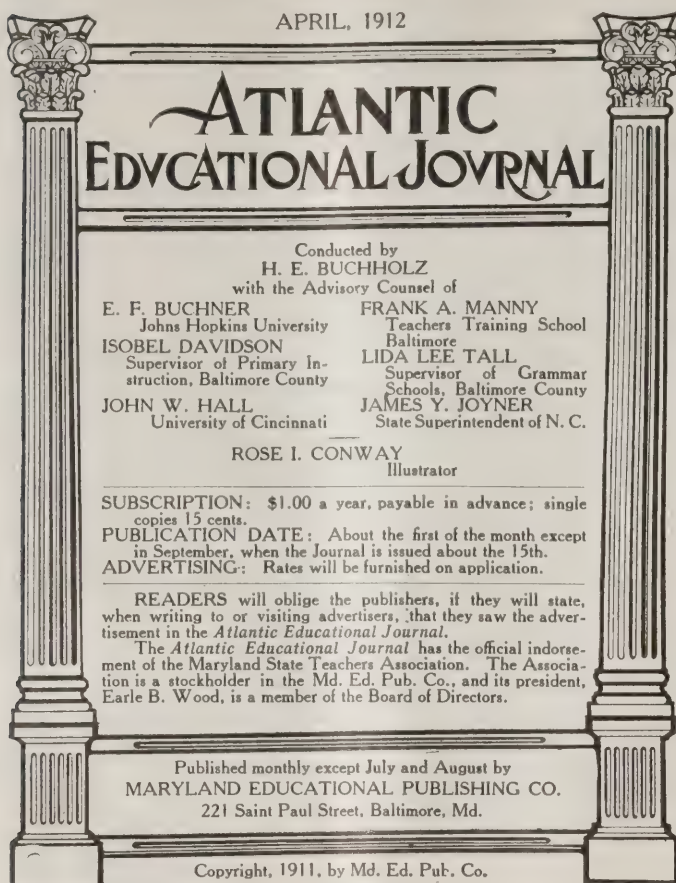
Once more the Heavenly Power  
Makes all things new,  
And domes the red-plow'd hills  
With loving blue;  
The blackbirds have their wills,  
The throstles, too.  
—Alfred Tennyson, in *Early Spring*.

## THE CHILDREN

When lessons and tasks are all ended,  
And the school for the day is dismissed,  
And the little ones gather around me  
To bid me good-night and be kissed,  
O, the little white arms that encircle  
My neck in a tender embrace;  
O, the smiles that are halos of heaven,  
Shedding sunshine of love on my face.  
—Charles Dickens.



APRIL, 1912



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**ROSE I. CONWAY**  
Illustrator

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Educational progress is very often the outcome of conflicts between leaders of opposite views, and in this respect

#### HIGH SCHOOL VS. ELEMENTARY TEACHERS.

a struggle for their respective principles by the contending factions is not always to be condemned. But there are a great many useless conflicts countenanced by educators that accomplish no definite result other than the frequent defeat of the true ends for which these educators should be working—namely, the proper training of the children. For illustration, there is the sowing of seeds of dissension between the public school teachers employed in the high schools and those in the elementary schools. This state of affairs is noticeable at present in Baltimore, but it is by no means peculiar to the city: In Baltimore, however, the present school board seems disposed to add to the bitterness of feeling between the elementary and secondary school teachers by pitting the elementary teachers against the high school instructors. A school board not only has no business to show favoritism to either of these classes, but it has a very important business of harmonizing the two classes so that they will work to the best advantage together. There is a particular work to be performed by the teachers in each of the large divisions of public schools, and the most successful performance of that work depends upon the extent to which the different teachers co-operate and make their efforts dovetail in with the efforts of those above and below them in the grades. The kindergartener performs an important work, but it is only a preliminary training which has in view the subsequent work to be performed by other teachers. The elementary teacher performs an important work, but here, too, it is only part of a big undertaking that includes in its view the preliminary work of the kindergartener and the final training to be given by the high school teacher. The secondary school teachers have an important work to perform, but they cannot afford to be indifferent to the kindergartener and the elementary teacher, since the success of their efforts depends largely upon the earlier training given their pupils.

In short, the whole body of teachers is dependent one upon another. Their preparation is necessarily different; their work is carried on along different lines; their activities are in many respects unlike—but they are all working for a common cause—to produce the best trained race of people that they can. Without hearty co-operation and sympathy, much of their work is bound to be futile; with hearty co-operation they should be able to accomplish big results. And the individual—whether teacher, supervisor or board member—who undertakes to bring about dissension among the members of the different classes is an enemy to all three classes and also to the community.

\* \* \*

At the same time that a certain element of the population is bewailing the decline of the school as a social factor,

#### THE SCHOOL AS A SOCIAL FACTOR.

claiming that the schoolhouse no longer exerts the influence on our social life that it did years ago, another element is striving courageously to expand the social field of the school. This latter element is succeeding in making the schoolhouse, at least, the center for developing and safeguarding the morals of the youth of the nation. In its earnestness, this element is reaching out to many people who are past the authority of the school system. From the viewpoint of the present, the future seems to hold out wonderful promises of new social activities for the school. A glance at what the educational forces are doing in the way of community and social work in rural sections, in towns, and even in the great metropolises of this country, affords material from which great hopes may be built. As a matter of fact, the school is not declining as an influence in our social life. In its present transitory stage, perhaps something of its old influence seems missing, but its newer influences—which promise to be of much greater proportions—are rapidly taking form. Never before did the teacher come as close to the life of the school child—the real, human child as contrasted with the little demon which teachers formerly recognized in most of their pupils. Never before was the teacher able to reach past the child into its home as successfully as she is beginning to do in this day. Never before were as many opportunities open for exerting a good and great influence over the whole community, whether that community consists of sparsely-populated country or congested tenement districts. And the community is beginning to respond to the efforts of the teacher in a way that makes big promises for the future of the school and the school teacher as social factors.

\* \* \*

Two educational measures of more than local importance were favorably acted upon by the Maryland Legislature during its recent session. One

#### A NEW STATE NORMAL SCHOOL.

of these guarantees to the State Normal School, now at Baltimore, a new location, away from the city's noise and distractions; and also a group of strictly modern buildings. The structure in which the Normal School is now housed is by no means well located for its purpose; it is inadequate in size; poorly arranged for its particular needs, and altogether unsatisfactory. If politics can be kept out of the selection of the new site and the construction of the new buildings, then the young men and young women who may hereafter be trained in this institution for the teaching profession should go out into the State better equipped for their work than were their predecessors. It is to be hoped that the new home of the school and the development of the institution in the new buildings will be of such a character that many more men may be persuaded to take the teachers' courses, and that Maryland's cities and counties may soon find an ample supply of Maryland-trained teaching material. A very noticeable fact in educational circles is that the supply generally stimulates the demand



for good teachers, and wherever a large supply of well-prepared teachers is graduated from an institution, the community supporting that institution readily absorbs the graduates through the creation of additional and remunerative teaching and supervisory positions. When the machinery of the new Normal School is put into running order it will not be able to produce too many good teachers for the needs of the State, nor will these teachers, if efficiently trained, find it difficult to get salaries commensurate with their preparation and efficiency.

\* \* \*

An appropriation for establishing a high-class technical school in connection with the Johns Hopkins University is the second measure that promises to exert a large influence on education in Maryland, and, indeed, throughout the Southern and Middle States. Those who have been closely following the

#### TECHNICAL SCHOOL FOR JOHNS HOPKINS.

to exert a large influence on education in Maryland, and, indeed, throughout the Southern and

affairs of Johns Hopkins long ago realized that something was required to broaden the field of the University so that it would attract to Maryland more students seeking a college training for practical work in life and also in order that Maryland boys, who, year after year, have been going in great numbers to educational institutions in other sections of the country, might be kept at home. Now, it would appear that the technical school is an established fact. When the Johns Hopkins University eventually occupies its new home, and after the technical school has been organized and put into operation, the State should reap large results from this institution—not in dollars and cents, for the most successful universities seem to produce the largest deficits, but in enhancing the fame of the State as an educational center and in affording a high-class technical school for the youths of the Middle and Southern States, where they need not get away from the atmosphere of their old home.

## PRACTICAL EXERCISE FOR PHYSICAL CULTURE CLASS

By W. W. McLEOD

Maryland State Normal School, Baltimore



FIRST TEN FORM CIRCLE.



RAISE ARMS TO FORM WINDOWS.



INNER CIRCLE MARCHES THROUGH ARCHES.

THE following exercise is one of those designed for use in our physical culture classes at the State Normal School. The illustrations are from photographs taken of the students during a rehearsal in the gymnasium. Before beginning the exercise the class is formed into a row. We will suppose that there are twenty participants, and they are divided into the first ten and the second ten. This division is determined by prefacing the exercise with a sort of roll call to which the girls, beginning at the head of the line and counting down to the foot, respond by giving the numerals in proper order from one to ten and again from one to ten. The first ten form one section and those responding to the second set of numerals form the second section of the body of students.

A march is played and the leader of the first ten takes her companions to the center of the room, where they form a small circle with shoulders almost touching. They mark time while standing. The leader of the second ten follows with her



AT SIGNAL ARMS ARE EXTENDED.



BODY IS BENT BACKWARD.



FIRST TEN EXTEND LEFT ARMS.

companions and they form a circle around the first ten. The second division stands with hands joined and marking time.

At a signal (a chord from the piano) the outer circle raise arms so as to form arches or windows, while the girls of the inner circle, or the first ten, turn about face so that each is in front of one of the windows. The girls of the inner circle march through the windows, turn about and join hands. By this move the inner circle or first ten becomes the outer circle. At another chord those of the inner circle, or the second ten, move closer together, and the outer circle, or first ten, raise their arms to form windows. At the next signal the inner circle marches through as a measure is played. The second ten are once more the outer. They turn about face, join hands, and raise their arms so that the first ten may again march through the arches. The first ten are now outside.

A chord is struck, all face right and mark time during one measure. A regular march is played as the captain of the first ten leads her circle around,



They march to the side of the room and form in a row. As each one takes her place, she faces the body of the room and extends her left arm so that the fingers come to the shoulder of the girl back of her, who in turn extends her left arm and so on, until the first ten are in a straight line three steps from the wall. The captain of the second ten now leads her line so as to face the first ten, and as each of the second ten takes her place she extends her right arm. Thus the positions are the length of an arm apart with the second ten directly opposite and facing the first ten. A chord is played; arms are dropped to sides, and all



READY FOR DISMISSAL.



STEP SIDEWAYS TOWARD CENTER.

bow heads forward. At the next chord heads are lifted again. The head movement is repeated for six chords. Then all stand erect. At another chord all take position of neck firm, and chords are played as the body is bent backward and slightly raised. At the next chord all face the head of the room and mark time during one measure. The first captain now leads her line around close to the wall and on around the room, the second captain joining in at end of first line. They march around room once in a large circle.

At a signal all extend arms at sides—the march changes to double quick time. On tiptoe all run lightly around the room twice with arms extended and a slight fluttering motion to arms and hands. The march comes to common time for two measures. At a signal all stop and, with arms still extended, take one sideways step toward center. As chords are played very slowly and softly, the body is bent to left—to right—to left—to right for six chords.

Now at a signal the girls, with arms down, step sideways toward the center of the room until they stand close together. The first captain breaks the circle and in regular march the girls all follow as the circle becomes larger and larger until it dissolves into a line, when the participants are ready for dismissal.

## LESSON PLAN BASED ON “.007” BY KIPLING

By MADELAINE LA RUE MAURY

Cincinnati, Ohio

THE following lesson was taught to a combined C and D High School English class as one of the first lessons in the year's work in literature. The course for the year was based on the story in its various forms: The short story, Irving, Hawthorne, Poe; the long story or novel, *Quentin Durward*; (the story in verse) the ballad, *Popular English and Scottish Ballads*; the short epic, *Sohrab and Rustum*; the long epic, *Ulysses Among the Phaeacians*; the drama, *Merchant of Venice* and *Julius Caesar*. Running parallel with this was the composition work in narration and description.

I selected “.007” to begin with because of its interest, because it is present-day and modern, and because it exemplifies in a marked degree the characteristics of a good short story.

### PROCEDURE:

This year we are studying narration. What is narration? (*Aim.*) Let us see what constitutes a good short story. I shall read aloud to the class “.007” by Rudyard Kipling, the story of a locomotive.

Why do you suppose Kipling wrote about a locomotive? Let us see if we can find out, and also find out what kind of an effect he produced. When you hear of a new story, what do you always want to know to help you determine whether or not you want to read it? Whether it is interesting? Would people all agree on that point? Would all find the same story interesting? We would want to know what it is about, what *kind* of a story it is. What kind is the story of *Columbus*? *Evangeline*? *Miles Standish*? *The Spy*? *The Pilot*? *Ivanhoe*? *Kenilworth*? Name some of the stories you have read, and tell what kind each one is. [Thus develop idea of *nature* and *characteristics* of stories, dividing them into stories of adventure, biography, history, travel, love, social and domestic rela-

tions.] As you listen to “.007” determine what are the nature and characteristics of this story, and see *how* Kipling makes it interesting.

[Put on the board the following: Nature? Characteristics? Interesting—why? What makes it interesting?]

Teacher reads story aloud to class.

As you read call attention to any very effective words or phrases, such as “.007 put both drivers and his pilot into it”; “.007 pushed out gingerly, his heart in his headlight”; “now deep down in his firebox .007 had cherished a hope—”; “he nearly blew up with surprise,” etc.

Judging by the responsive attitude of the class that they like it, ask: What makes the story interesting? From the general class discussion note these points especially: The story is novel, unusual; there is very vivid portrayal of character; the engines talk like people; the incidents are exciting; you are made to feel with and feel for the engines; they arouse your sympathy and interest and call forth your more worthy feelings; .007 is made a *real* hero; you see and appreciate the triumph of modesty and worth and reward for merit.

In the discussion of the vivid portrayal of the characters, note the different individualities of the engines and their salient characteristics. Which engine are you like? This question need not be answered in class.

Where in the story was the highest point of interest? There will probably be difference of opinion, some thinking the wreck and rescue by .007, and other the conclusion, where the White Moth goes south, “with her seven vestibuled cream-white cars,” covering 156 miles in 221 minutes. Where was the climax—the point upon which everything turned? Where .007 rescued the Mogul. What were the points which led up to the climax? Have story briefly told that far. What do you hear about first? Who? Where? When? What next? The dialogue in the round-

house. What is the reason for this dialogue? It introduces the other characters. What effect has it? Gives local color, atmosphere; brings out nature and characteristics of all the engines, and makes them seem like real people. What are some of the most telling touches here? The Compound's use of French; Poney's slang and good nature; the Mogul's overbearing "Costly—perishable—fragile—immediate—that's me!"

Then there is a change in the scene. How would you characterize this part? The engines go off to work—.007's work. What were his feelings? How did he like it? How does this lead up to the climax? How does the climax bring out the characters of both .007 and the Mogul? Does Kipling tell you all this in so many words? Then how do you know it? Here Kipling shows one of the greatest arts in story-telling, viz., the power of suggestion, of stimulating the imagination.

What is the conclusion of the story after the climax? Is it long or short compared with the preceding? Is it effective or not? Why?

Have class give résumé of the main parts of the story—introduction, important details leading up to the climax, climax, conclusion. These are applicable to any short story.

What *title* would you give this story? Is ".007" a good one? Why? It is unusual, but not trite, and arouses curiosity.

Does everything in the story have a *direct bearing on the subject*? [Unity.] Give examples. What would be

the advantage or disadvantage of either leaving out any of the details or of putting in other details?

What can you say about the *characters*? Well-drawn, vivid, interesting? Which character was drawn best? Why? What made it so?

What kind of *dialogue* is there? How does it help the story? What shall we say about the *language*? Recall expressions which give color, atmosphere, life.

Is the story realistic?

What can you say about the element of fantasy in it?

What appeal does it make to the emotions?

SUMMARY by pupils of what constitutes a good short story. These points will also be applied in the study of all other stories read later.

Now, why do you suppose Kipling wrote about a locomotive? What kind of an effect does he produce? He interests and amuses, and widens one's sympathies and one's horizon of imagination and interests.

Read aloud to the class Burn's poem, *A Man's a Man for a' That*, and Kipling's *Ballad of East and West*. What are the points of similarity of ideas in the poems and the story?

#### SUGGESTIVE WORK.

For a composition lesson in connection with this, have class write the story of The New Coffee-pot. Suggestions: A fashionable reception; teapot, chocolate-pot—rivals; cups and saucers, and manner in which they were handled; importance of coffee-pot, etc.

## QUESTIONS OF CURRENT USAGE IN ENGLISH

### PART III: THE MODE OR MOOD OF THE VERB AS FOUND IN CURRENT USE

By W. H. WILCOX

Head of Department of English, Maryland State Normal School, Baltimore

IN no phase of English grammar as commonly taught is the Latin tradition more strikingly exhibited than in the subject of mode. Mode is regarded as an inflection of the verb, and inflection is defined as a change in the form of a word to show a change in meaning or use. Every student of Latin knows that the verb in Latin is inflected for mode; and it appears as if the first writers on English grammar could conceive of no other method of treating English grammar than that already set forth in the Latin texts on grammar then in common use. The result was the introduction into the texts on English grammar of the modes of the Latin verb without regard to the fact that the English verb had almost wholly lost the inflections that prevailed in the Anglo-Saxon period. The only inflection of the verb in modern English that expresses mode is the inflection for the subjunctive. At the present time the inflection for the subjunctive is almost wholly lost. Take the conjugation of any verb as printed in most of our textbooks, strike out from the subjunctive all the forms that are exactly like the indicative and see what is left. As an illustration, take the verb "write."

Present Tense.	
Indic.	Subj.
I write.	(If) √ I write.
you write.	√ you write.
he writes.	he write.
Indic.	Subj.
We write.	(If) √ we write.
you write.	√ you write.
they write.	√ they write.

Past Tense.	
Indic.	Subj.
I wrote.	(If) √ I wrote.
you wrote.	√ you wrote.
he wrote.	√ he wrote.
Indic.	Subj.
We wrote.	(If) √ we wrote.
you wrote.	√ you wrote.
they wrote.	√ they wrote.

It is needless to go farther, as the other tenses reveal no difference whatever in form.

The verb "be" reveals the following:

Present.	
Indic.	Subj.
I am.	(If) I be.
thou art.	you be.
he is.	he be.
Indic.	Subj.
We are.	(If) we be.
you are.	you be.
they are.	they be.
Past.	
Indic.	Subj.
I was.	(If) I were.
you were.	√ you were.
he was.	he were.
Indic.	Subj.
We were.	(If) √ we were.
you were.	√ you were.
they were.	√ they were.

[NOTE.—√ indicates cancellation.]



No other tense of the verb "be" has any inflection for mode.

The next result, then, is that in the present subjunctive all verbs show inflection in the third person singular, and the verb "be" in the three persons and both numbers. No verb except "be" is inflected for the subjunctive in any tense except the present. The verb "be" is inflected in the past tense in the first and third persons singular number only.

So far as the imperative mode is concerned, the verb has no form different from the indicative. The so-called potential mode is really not a mode, but is made up of idiomatic verb phrases.

It now remains to determine current use in regard to the subjunctive mode. The present tense of the subjunctive will be considered first.

#### PRESENT SUBJUNCTIVE.

The present subjunctive, when used, expresses a condition of doubt, uncertainty or a mere supposition. A somewhat extensive examination of current literature in magazines and books of fiction gave the following results. Out of 66 illustrations of conditional clauses expressing doubt or supposition, 57 were expressed in the indicative and 9 in the subjunctive. Eight of these 9 used the verb "be." In other words, only one present subjunctive was found, aside from forms of the verb "be." The following sentence, from the *School Review* for April, is striking in this respect: "If it proves that, after all, the only test of the pudding is in the eating, if it be found necessary," etc. Here the writer uses the indicative in the first clause and the subjunctive in the second, though the conditions are the same. Of the eight illustrations of "be" in the conditional clause, five were from the *School Review*, one from *The Teachers' College Record* and one from the *English Journal*. It appears from this that the use snacks of the schoolroom, and that "Correct English" has good ground for the assertion that it is a case of affectation. Aside from these pedagogical magazines, the use of the indicative for conditions of doubt, mere suppositions, etc., is almost universal. A few illustrations follow:

"If this *be* true, the plan," etc.—*School Review*, April, 1912.

"If this *does* not prove true." (Indicative.)—*Ibid.*

"If it *be* permitted," etc.—*English Journal*, January, 1912.

"If it *does* no more," etc. (Indicative.)—*Ibid.*

"If a fair proportion of success ensue," etc.—*Teachers' College Record*.

"If it fails to do the work," etc. (Indicative.)—*Scribner's*, April, 1912.

"If property is not rented," etc. (Indicative.)—*Harper's*, April, 1912.

"If the visual cue is lacking," etc. (Indicative.)—*The Psychological Review*, March, 1912.

"If he speaks of money," etc. (Indicative.)—*World's Work*, April, 1912.

"If there is one policy," etc. (Indicative.)—*Century Magazine*.

The examination of some of the writings of A. Conan Doyle, Winston Churchill, F. Hopkinson Smith, James Lane Allen and Thomas Nelson Page revealed no use of the present subjunctive.

#### PAST SUBJUNCTIVE.

Four illustrations of the past subjunctive to express present doubt or uncertainty were found. This use, however, has no standing in recognized usage, and must be put down to error.

One instance only was found of the use of the sub-

junctive to express a condition of fact. This use, too, is clearly an error.

The use of the past subjunctive for a condition contrary to fact is common. Out of 14 illustrations, 11 were expressed in the subjunctive and 3 in the indicative.

"Ruth found herself treated as if she were an old friend."—*Red Rock*.

"If that class were what it has been pictured," etc.—*American Review of Reviews*, March.

"If she *was* transferred there would be no standard left."—*F. Hopkinson Smith*.

These will be sufficient to illustrate the meaning.

So far as the grammar texts are concerned, the greatest confusion exists in the treatment of the subjunctive mode. Some grammars, after defining mode as a *form* of the verb, state that only the verb "be" has any distinctive forms, but they give full conjugations in the subjunctive. Some classify verb phrases with may, might, would, etc., as subjunctives. Some, as Harris and Gilbert, say that the present subjunctive is no longer used. It is little wonder that pupils and teachers get confused. The fact of the matter is that, defining mode as a form of the verb, not only the subjunctive, but the whole subject of mode, is reduced to the past subjunctive in the first and third persons, as (if) I were, if he, she, it (or noun in the singular), were.

The question arises, then, is the time spent on mode profitably spent? Teachers say it is the most difficult thing in grammar to teach. Possibly this is because we are trying to teach something that has no real existence. All that mode means in English grammar, aside from the two forms mentioned, is taught under the head of kinds of sentences. The two forms of the subjunctive that remain can be taught in connection with adverbial clauses of condition, and the whole bewildering subject of mode eliminated.

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Teacher of Penmanship, Brooklyn (N. Y.) Training School  
for Teachers



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**POSITION!** Position! For the sake of health, for the sake of efficiency, position! first, last, and all the time! Study the picture.

Seat yourself before a mirror; study your own position. Criticize and correct it in every detail.

Set your hand in motion along the writing line.

Practice each exercise heretofore given.

Repeat them until you can set your hand moving and "go way and leave it."

Sam Jones used to say that of his mouth—he had said over and over again the same things so many times that he could repeat them without conscious effort.

"Consciously train your writing muscles to act unconsciously."

By this time you should be able to produce a nice, clean-cut set of exercises, and our two words, *nine* and *mine*.

Let us now see what we can do toward forming a new group of letters so closely related to those we have practiced that the transition from the old to the new may prove almost automatic.

First, we shall again write the word

*mine*

Now observe what a simple thing it is to convert this into

*Nine*

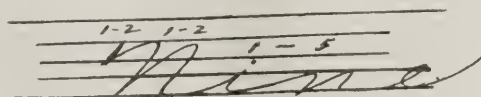
The initial strokes are the same in length and direction, but in the capital N they are made at three times the height of those in small n.

Ruling as before, we divide our space between two lines into four equal parts.

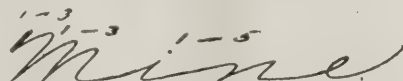
Numbering upward, we begin with the third part, writing but two of the short, straight lines practiced in "nine," then moving to the right, near one-eighth of an inch from the same height, bring the hand down to the line of writing.

Retracing this last stroke near half its length, move again to the right, and, bringing the third stroke of capital N to the base line, swing off into the now familiar "ine" to complete the word "Nine."

For this we count "One, two; one, two; one two, three, four, five," as shown below:



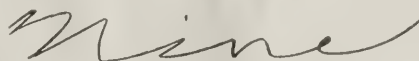
Following this, we have



Notice that each downward stroke of N and M is shorter than its preceding one.

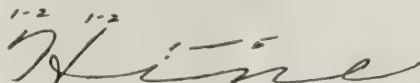
Keep all down strokes straight and parallel.

Observe the bad effects of carelessness:



Here are the same number of strokes made at the same speed, but how different!

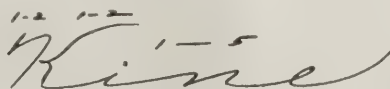
*Keep all down strokes parallel!*



Hine and Kine are now to be written, counting as here shown:

The first part of each H and K is identical with that of N or M.

The second part of H is much like the written sign for and; a modified "brace" forms the second part of K.



We join these new letters to "ine" to give us more practice on that little, but quite difficult, combination of one-ninth the small letters, and that we may write the new with the familiar, related old, thus giving us confidence in our power to carry the entire word to a successful conclusion.

Let us now begin real writing—words in sentences, giving due attention to nicety in execution, refinement in quality of lines and skilful arrangement.

Rule marginal lines three-quarters of an inch from the left, one-half of an inch from the right side of a foolscap sheet.



Now write as below, just nicely "balancing" the sentence to fill the space between marginal lines.

*Nine men mine in a mine.*

Finish each word with great precision, but try to maintain a uniform rate of speed throughout.

Let the initial stroke of each successive word begin just under the extreme end of the final stroke of the preceding one.

Keep the spacing between letters just a trifle wider than within letters, and the spacing between words slightly greater than between letters.

Make frequent comparisons, and decide as to which parts of your work present the most pleasing appearance, and, if possible, just why; then try to secure a uniformly good effect in all.

Find one fault and correct it; find another and work it out, thus gradually increasing and strengthening your faculties of preception, reflection and execution.

It is easily possible, under the name of "practice," to do this work over and over a thousand times with so little attention that no real progress is made.

Let all practice consist of *thoughtful repetition*; success is then assured.

Assume and maintain the correct writing position, relax every muscle, and just *let* the hand go—do not try to *make* it go.

But you must know exactly where you want to let it go, and by perfect muscular relaxation set it free to make the motions you wish recorded.

Please remember the pen has nothing to do with writing but to record the motions of the hand moved at the end of the forearm by the muscles of the upper arm and shoulder.

Let there be no bending of the wrist—you *have no wrist!*

From elbow to finger tips you must have one long, light, elastic "machine," every part of which moves in unison with every other part to produce the motions required for letter formation.

Up to a high rate of speed, momentum will aid in securing uniformity of direction and quality of lines.

Try writing an exercise or word at a very high speed, say, six downward strokes per second.

Now slow up a little and compare results.

Experiment will prove that further decreases in speed below a certain point will not produce a corresponding degree of uniformity in writing strokes.

Seek your maximum of efficiency; patiently strive to increase its through thoughtful repetition.

Practice this sentence until you can write it easily and legibly five or more times in a minute.

quired steps until all tendency to lapse has been eliminated. This is only preliminary to the writing movements, but

it is of such vital importance to them that it must not be for one moment neglected. It is purely a matter of discipline, and its every violation should inexorably operate to diminish the careless pupil's credit or to curtail his privileges.

This rigid drill, if sufficiently persistent, will result in the automatization of the whole process; and, eventually, the very thought of writing will set off a train of centrifugal impulses that will bring the entire body into correct posture and hold it there.

This is equally true of the work in either primary or advanced classes.

#### PRIMARY WRITING.

The Kirby Method in Reading, Spelling and Writing is based upon the well-known fact that a list of about 250 common words has been found to constitute near one-half of all ordinary spoken or written language.

These oft-recurring words may well form the basis of all primary work in Reading, Spelling and Writing.

They must be made the common property of the child's ear, eye, voice and hand.

His ear and eye must be taught to recognize them as wholes and in their every part; his voice and hand must be equally trained to express them with precision and ease in their utmost niceties.

Taught with all this in view, writing becomes as much a natural means of expression as is speaking.

And this ideal facility in writing is not so difficult to obtain as one unfamiliar with the Kirby Method might well suppose.

The underlying secret of success in this new method is the old maxim of beginning with the simple, mastering it, then proceeding to the related complex.

The specific differential in this method consists in making even the most simple work effective through its repeated use in a strongly motivated desire for animated expression.

#### *Blackboard Work.*

Review all previous work. Teach and drill toward the reflexive use by each child of every word and sentence heretofore presented.

Take up the following new sentences for this month's work:

*Lesson III.*

*I see mama.*

*I see mama.*

*Nell sees mama.*

*Mama sees me.*

*Lesson IV.*

*I see Nell and mama.*

*Nell and mama see me.*

### LESSONS IN WRITING

IN the preceding lesson we gave a manual of a series of progressive muscular actions which, if closely followed, will bring the entire body into a healthful and efficient writing position.

This series of related motor activities is to be worked over into stable habits; this can be done by exacting from each pupil the most rigid conformation to each of the re-

## Lesson VI.

Kate has a fan.  
It is a nice fan.  
It is in her hand.

## Lesson V.

I see a man.  
He has a hat.  
It is in his hand.

Each of these lessons presents one or more new letters to be written with the now familiar old ones.

Each new letter is derived directly from one preceding it.

The 26 small letters naturally fall into five similar groups, all of each group having a common part, as shown below.

1 c l k b h f  
2 i t u w v s p z  
3 a d g q, \* o r  
4 m n x y z

We have already had 5 capitals and 12 small letters. The remaining lessons will closely follow the plan outlined above.

See Lesson I for the correct blackboard position. Insist upon it; get it!

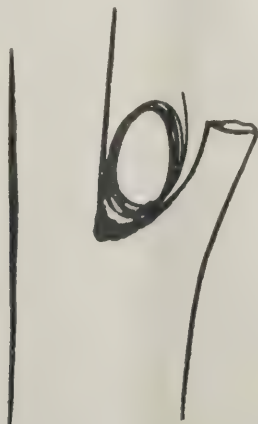
Count for these new lessons as suggested in previous ones, and as shown in advanced work this month.

## DESK WORK.

Secure correct "position."

Imagine each right hand a little bird flying about seeking material for a nest—grass, a hair, a string.

Each left hand is a tree, in the fork of which (thumb and forefinger) a nest is to be built.



Extend all right arms to the right; the left hand is to stand erect out in front of the face.

At signal the birds fly about (muscles relaxed) until someone cries out "I've found one," then all fly away home to the tree and lay the hair "round, round" in its fork.

The teachers suggest it all, saying, "Round, round; down, down," many times, while the pupils drop the left hand slowly toward the desk, at the same time moving the right hand (fingers curved) "round, round" until the left hand rests upon the desk and the right is *making ovals* on the writing plane.

This gets the little hands to moving without restraint, in rhythm with your words, which may soon be changed to a count of one to six.

Count lightly; birds move lightly.

Use "down, down" for short down strokes also.

Wax crayons, soft pencils or pens may be used on any suitable paper at hand.

We use a crayon or pencil on soft yellow paper folded in strips one inch wide and six or seven inches long.

Make capitals three-fourths of an inch high; small letters one-third as high.

Swing lightly along, balancing sentence well along an imaginary line, or just above the crease where paper was folded.

Practice "I see" and other sentences following it.

This being a review, it will require division of attention, as would new matter.

Show your pupils how to sit; *do it* for them.

Practice! Practice!



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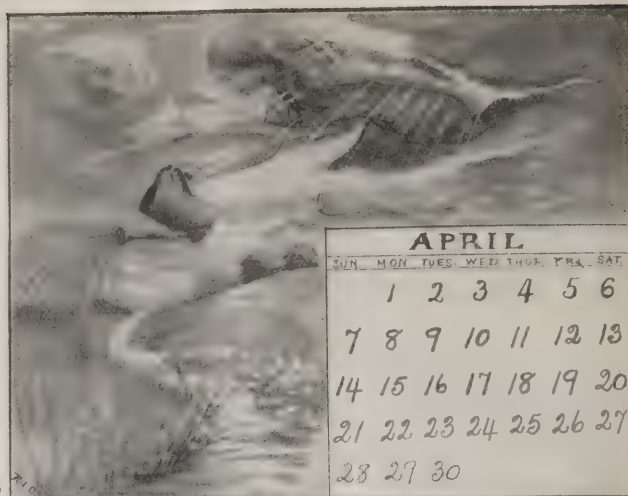
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# EDUCATIONAL NEWS NOTES

PARAGRAPHS CONCERNING THE ACTIVITIES  
OF INDIVIDUALS AND INSTITUTIONS IN  
THE HOME AND FOREIGN FIELD



APRIL						
SUN	MON	TUES	WED	THUR	FRID	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

*Summer Session of the Johns Hopkins University.*—The announcement of its second summer session by the Johns Hopkins University is attracting the attention of school officials and teachers. It will open Tuesday, July 2, and continue six weeks, closing Tuesday, August 13. The response to the experiment of providing summer study last year was so generous and successful that the plans for the coming session show an increase of 25 per cent. in the number of instructors and in the number of courses.

In addition to the members of its regular staff, the university has invited a number of leaders in education and other subjects to join the faculty of 1912, including Prof. A. D. Norton of Howard University; Dr. W. S. Small of Washington, D. C.; Miss Lida Lee Tall, supervisor of grammar grades, Baltimore county; Miss Anna Brockhausen, supervising principal of the Indianapolis schools; Dean C. H. Barnwell of the University of Alabama, Prof. B. J. Vos of Indiana University, Prof. B. W. Easter of Washington and Lee, Prof. R. M. Gay of Goucher College, Mr. S. M. North of the Baltimore Polytechnic Institute, and Prof. J. P. Givler of Southwestern Kansas College.

A number of the instructors of 1911 will return, including Prof. C. F. Hodge of Clark University, Director Agnes E. Harris of the Florida State College for Women, Prof. St. G. L. Sioussat of Vanderbilt University, and Supervisor G. M. Gaither of Baltimore city.

Fifty per cent. of the courses to be given will be either extensions of or additions to the work available in 1911. By this means the students of last year are enabled to return and continue their studies without interruption. The most interesting additions include a number of new courses in education and in the teaching of school subjects. These new courses offer ample opportunity for detailed work with the material and methods for all the grades

of the elementary school, both rural and urban, and for the more important subjects in the high school. The work in biology, domestic science and manual training is also extended in most helpful directions. It should be noted that the university has given large recognition to the special needs of superintendents, principals, supervisors and instructors in normal schools, as well as to those of grade and high-school teachers. The provision of academic credits will also interest college students who wish to advance their standing by summer work. The expenses are to be kept at the low level that obtained last year. The session continues under the direction of Dr. Edward F. Buchner, professor of education and philosophy in the university.

*Public School Social Centers.*—The social center in the public school is brought forward as an antidote to the dance hall over the saloon by the Russell Sage Foundation in a motion-picture drama which has just been produced upon its initiative and with its co-operation. "Charlie's Reform" is the name of this new Edison photoplay. The astounding facts brought to light by the Chicago Vice Commission, together with the epidemic of "tough" dances this winter, have created a tremendous interest in the subject of young people's amusements. Already nearly twoscore of cities have organized opportunities for winter-evening recreation in some of their public-school houses. But social workers are now beginning to realize that it is the natural desire for companionship with the opposite sex which the dance hall meets and for which provision is not usually made in the school recreation center. The social center depicted in this new photoplay makes it possible for young men and women to meet under wholesome conditions, and it is this privilege which brings about "Charlie's Reform" from a career of idleness and carousing. The announcement of the new film has at-

tracted a widespread interest from social workers throughout the country. Over 100 organizations, mostly national in scope, are aiding in the distribution of the announcements concerning it. These include the extension departments of 20 State universities, 43 playground associations and commissions, the social-service departments of four religious denominations, three national civic associations and other influential bodies of persons who are engaged in promoting temperance, better morals and improved social conditions generally.

*Co-operative Work for Girls.*—The girl is to be given a chance in the Baltimore county schools to do co-operative work. The Randallstown public school will be the scene of the first experiment. A Girls' Co-operative Association has been formed by members of the upper grades. As explained by the principal, Mr. E. B. Faison, numerous experiments were conducted last year by the farmers under the supervision of the State Agricultural Experiment Station and the School Commissioners. Hundreds of boys have raised acres of corn, and the extension work in most instances proved a success. "It is realized," he says, "that such co-operative demonstration would indeed be incomplete unless some work for the girls was inaugurated. As one little girl put it, 'Mother attends community meetings; father has a potato test; brother raises corn, and what have I to do?'" In this work each girl is to have a garden and this year will specialize on tomatoes, just as the boys do with corn. During the planting and growing season Mr. Faison will supervise the work, and the vegetables raised will be canned by the girls. A small canning plant has been purchased and will shortly be installed at the school, where the domestic science department, in charge of Miss Letitia E. Weer, supervisor of domestic science, assisted by Miss Gretchen Nelson, will have charge of



the canning. While this work has not been attempted in Maryland before, it has been successfully worked in many Southern States, where thousands of girls are annually engaged in this work. In many instances girls have raised and canned as many as 500 quarts of tomatoes in one season, netting a clear profit of as high as \$100. As the work progresses it is hoped that the girls will be able to purchase portable canning outfits and continue the work after leaving school. This will provide a means by which the girls can earn money at home and at the same time get the education and viewpoint necessary for ideal farm life. It is planned to stimulate interest and co-operation among members of the family. Possibly one of the most important factors in the work will be to encourage rural families to provide purer and better food at a lower cost, and to utilize the surplus and waste products of the garden and orchard.

*Textbook Exhibit.*—The New York Public Library has been recently exhibiting a collection from the largest library of rare and interesting textbooks in the world. The collection is the property of George A. Plimpton, a member of the firm of Ginn & Co. Especially noteworthy is the exhibit of arithmetics, which begins with a

manuscript of Boethius, dating from the eleventh century. There are other manuscript treatises of the thirteenth and fourteenth centuries, works of only sufficient scholarship to aid the monks in their computation of the church calendar. A copy of the first printed arithmetic, published in Treviso in 1478, is included, as is also a manuscript of the first European algebra, dating from 1400. Algebra and geometry in first editions and manuscripts, including an Arabic manuscript of the works of Euclid and an algebra translated from the Arabic of the ninth century, are features.

*Scholarship in Botany.*—The George L. Smith Memorial Scholarship for the summer study of botany at Cold Spring Harbor is to be given this year by the Botany Club of Baltimore. Applications must be presented before the first of May to the secretary, Miss Lucy T. Latane, 1412 Park avenue.

*Vocational School as Lincoln Memorial.*—The proposed erection by the United States Government of a suitable memorial to Abraham Lincoln has elicited a number of projects as to what form the memorial should take. A memorial highway from Washington to the battlefield of Gettysburg has

many advocates; a monument at the nation's capital finds favor with many. On January 29 last, Representative William G. Sharp of Ohio introduced a joint resolution favoring the establishment of a national vocational school as the most appropriate memorial to the great emancipator. This he does on the basis that Abraham Lincoln was "the greatest advocate of equal opportunity for all the people," and that in his "illustrious life and achievements are exemplified the highest possibilities of the American youth."

*Physiology in Normal Schools.*—The primary school teachers of the Canton of Neuchâtel, Switzerland, have published an important report in which they call for a complete reorganization of the studies leading to the profession of teaching. They demand especially that serious instruction in psychology and child physiology be introduced into the normal schools.

*Teaching Farm Accounts.*—Most farmers would probably admit that they would have profited greatly had they been required to spend less time while attending rural school on bank discount, exchange, alligation and other topics in arithmetic, for which they have since had no use, and had instead

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E. F. BUCHNER, - - - - Director



been taught some practical method of keeping farm accounts. It is evidently with some such thought in mind that Superintendent C. W. Smith of Columbia county, Wisconsin, and Principal S. M. Thomas of the training school of the same county have prepared for use in the rural schools of their locality a pamphlet entitled, "Farm Accounts for Supplementary Work in Upper Form Arithmetic." Such headings as "One Acre Potato Field," "Year's Statement for Old Pet" and "Milk Sheet, November, 1911" show that the instructions will help the future farmer who gets the advantage of this training to know what things are paying and what are not paying; in other words, to put his occupation on a business basis.

*Playground Administration.*—To co-operate with the great popular movement which is seeking to provide public playgrounds for children in the greater cities throughout the Union, New York University has arranged to give a group of courses in the Administration of Recreation Facilities under the direction of Mr. Lee F. Hamner of the Russell Sage Foundation in the Summer School which will be held July 1-August 9. Communities

are coming to realize that provision for the proper use of the free time of boys and girls is an obligation resting upon them quite as definitely as providing for their education in the public schools. In some cities school buildings and grounds are serving this need; in others, recreation centers, with grounds and field houses, are being provided, separate from the school buildings. The administration is in some cases under the Board of Education; in others, under recreation departments of the city, and in still other cases in the hands of private organizations. Varying conditions suggest varying forms of administration, and a study of the whole field is advantageous not only to those who expect to take charge of public playgrounds and to teachers of physical education, but also to teachers, principals and school boards who wish to keep in touch with the best way of administering such playgrounds and gymnasiums.

It is not the intention, however, to restrict this training to a study of the ideal form of recreation facilities. A large part of the time will be devoted to a study of the wider use of the school plant than is made at present. A study will be made of the ways in which the work of the present school

plants may be increased in value to the public. Vacation schools, school playgrounds, public entertainments, recreation and social centers and parent teachers' associations will form the main topics of study, and will be treated from the standpoint of their promotion, organization, administration and significance as agencies for social amelioration. The proper celebration of holidays is a topic that will be treated at length, including a discussion of the use of pageantry in connection with the celebration of the various national holidays.

*N. E. A. Meets in Chicago.*—The National Educational Association meets at Chicago, July 6-12 next. It had been practically decided to have the meeting at St. Paul, but the place finally decided upon will enable a large number to attend with less expense and loss of time.

*Dr. Wallin in Pittsburgh.*—Dr. J. E. Wallace Wallin, who has been engaged recently in the clinics of Johns Hopkins Hospital, and in New York City in the study of special defectives, juvenile defectives and various types of mental defectives, has been appointed assistant professor of educational

# University of Pennsylvania

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Group of Courses for Elementary School Teachers, including the recent results of educational research centered about a School of Observation, each grade of which is in charge an expert representing a noted school system or training school for teachers.

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## NEW YORK UNIVERSITY SUMMER SCHOOL 1912

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MODERN EDUCATIONAL PROBLEMS by Chancellor Brown, Dean Balliet and others; PSYCHOLOGY by Dr. J. Carleton Bell; INDUSTRIAL EDUCATION by Dr. Charles J. Pickett; ELEMENTS OF EDUCATIONAL AND OF SOCIAL STATISTICS by Dr. Leonard P. Ayres; PLAYGROUNDS AND EDUCATIONAL CENTERS by Mr. Lee F. Hammer; THE WIDER USE OF THE SCHOOL PLANT by Mr. Clarence A. Perry; PRACTICAL WORK IN GAMES, DANCING AND GROUP ORGANIZATION by Mr. William R. Harper.

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GEORGE C. SPRAGUE, Registrar,  
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psychology and director of the psychological clinic in the School of Education of the University of Pittsburgh. A department of clinical psychology has recently been established at the University, and will be devoted largely to the psycho-clinical examination of defective children. Professor Wallin entered upon his new duties March 1.

*Joins Bureau of Education Forces.* Mr. Floyd B. Jenks, assistant professor of agricultural education in the Massachusetts Agricultural College, has accepted an appointment in the United States Bureau of Education.

*George Peabody College.*—The trustees of the Peabody Education fund, in closing out the trust, offer to give to the George Peabody College for Teachers at Nashville, to which they have already contributed \$1,000,000, the sum of \$500,000, provided that within two years the college raise the further sum of \$1,000,000. The trustees look upon a well-endowed college for teachers as one of the greatest needs of the South today.

*Professor Nolan's New Position.*—A. W. Nolan, formerly of West Virginia University, has been appointed assistant professor of agricultural education in the University of Illinois.

*High School Statistics.*—From 1900 to 1910 the number of high school teachers in the United States increased from about 20,000 to 41,000; and annual expenditures for normal schools increased in the same decade from \$2,769,000 to \$6,620,000.

*Next Meeting of Department of Superintendence.*—The Department of Superintendence of the National Education Association, which met at St. Louis, February 26-29 last, will next year meet at Philadelphia.

*Drawing and Manual Training Teachers.*—The Western Drawing and Manual Training Association will meet at Cincinnati, May 1, 2, 3 and 4 next.

*Dr. Watson Honored.*—Prof. John B. Watson of the Johns Hopkins University has recently been granted a three years' appointment as a research associate of the Carnegie Institution of Washington.—*Journal of Philosophy, Psychology and Scientific Methods.*

*Advice on Choosing Vocation.*—The Superintendent of Schools of Worcester, Mass., has appointed a committee of citizens as a vocational bureau to help pupils of the public schools to choose their vocation or callings in life.

To Study European Educational

*Conditions.*—Prof. E. A. Kirkpatrick, State Normal School, Fitchburg, Mass., has been given a half year's leave of absence, which he will spend in Europe studying educational conditions.

*May Feed Needy Pupils.*—The General Court of Massachusetts is considering a measure which authorizes cities and towns to appropriate money for supplying food or clothing to needy pupils of the public schools, as well as to provide school lunchrooms, where food will be given away or sold at cost.

*"Sane Physiology."*—It is stated in the daily press that Mrs. Ella Flag Young, superintendent of schools in Chicago, is preparing a course in "sane physiology" for young boys and girls. In 56 of the Chicago schools the girls are being taught the care of babies and young children.

*Vetoes Medical Examination Bill.*—The Governor of South Carolina has vetoed a bill for medical examination of school children.

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# Books and Magazines

**Social Aspects of Education.** By Irving King. Pages xiii + 425. Price, \$1.60 net. The Macmillan Company, New York.

This book and Dr. Strayer's *Teaching Process* come as near to meeting present educational needs as any works that have appeared this year. The sub-title of Dr. King's volume calls it "A Book of Sources and Original Discussions." It is a great service to have brought together so much excellent material on social education. The first section deals with "External Social Relations of Education;" the second with "Internal Social Aspects of Education." In the first we have the social origin of educational agencies. In eleven pages the substance of F. Spencer's "Education of the Pueblo Child" is given. This study of the primitive is followed by "The Rural Situation," with original material by Dr. Butterfield and Mr. Crocheron. The other chapters are "The Social Relations of Home and School," "The School as a Center of Social Life in the Community," "The Social Need for Continuing the Education of the Adult," "Playground Extension," "The School Garden," "Industrial and Vocational Education," "Vocational Direction," "Education as a Factor in Social Progress" and "Education as a Factor in Social Reform."

In Part II we find "The General Nature of Social Life," "The Spontaneous Social Life of Children," "The Social Life of the School as Expressed in Its Government," "The Personal Factor," "The Social Aspects of Mental Development," "The Social Atmosphere of the School and the Learning Process," "The Corporate Life of the School in Relation to Moral Training."

Most of the chapters have "Topics for Study," and all have excellent bibliographies. There is a full index. The teacher will find selections from the best studies at hand for the use of his students and the individual worker will be led to seek further acquaintance with the authors whose works are here organized and related.

F. A. MANNY.

The St. Louis School of Philosophy has been an important factor in the educational movement in America. Drs. Harris and Snider, Mr. Davidson and Miss Blow have done more publishing than have other members of the group. A new record of influence appears in **The Century and the School and Other Educational Essays**, by Dr. Soldan, late superintendent of the St. Louis Public Schools (\$1.25. The Macmillan Company, New York). The titles include among others: "What is a Fad?" "A Visit to German Schools," "Reading in the Higher Grades" and "Folklore and Fairy Tales." The point of view of the author is well shown in "Educational Ideas in Dickens' Novels." The unflinching idealism of the members of this Hegelian school finds excellent illustration in the lives of the children Dickens created. Many of the philosophical tendencies of the day in education and other social movements are better understood in the light of what Dickens and

the St. Louis thinkers worked out in very diverse fields.

**The Teacher's Practical Philosophy**, by George Turnbull Ladd (Funk & Wagnalls Co., New York), sets forth the author's views on Education as a Species of Conduct. The chapters were delivered as lectures in Japan and other eastern countries. The author believes that the lack of discipline, through moral and religious motives and in accordance with moral and religious ideals, in the home-life, in school and college, and in society at large, is the prime source of all our national evils so far as they are connected with the educative processes as now in vogue. The various parts of the book are headed: "The Function of the Teacher," "The Equipment of the Teacher," "The Chief Ideals of the Teacher" and "The Teacher's Relation to Society and the State."

F. A. M.

**Outline of a Course in the Philosophy of Education.** By John Angus MacVannel. The Macmillan Company. Pp. ix + 208. Price, 90 cents net. New York.

The many students at Teachers' College who have worked under Dr. MacVannel and the many others whom they have influenced will welcome this publication of syllabi in book form. The terminology will be found to be difficult by readers untrained in philosophical studies, but the material presented is not simple and is of sufficient importance to repay effort. The work supplements Dr. Henderson's *Principles of Education*, published last year. Among the most significant chapters are "Democracy and Education," "The School as a Social Institution," "The Intellectual Organization of the School." The last deals with the making of a course of study and the interrelated method problems.

F. A. M.

## BOOKS FOR OUT-OF-DOORS.

W. R. B. has compiled **Joys of the Road: A Little Anthology in Praise of Walking** (Browne's Bookstore, Chicago, \$1.00). It is a joy to have brought into one little pocket volume Bliss Carman's "Joys of the Road," Hazlett's "On Going a Journey," Stevenson's "The Vagabond and Walking Tours," Thoreau's "Walking," Burroughs' "The Exhilarations of the Road," together with a number of other selections in the same range of interest. As Thoreau says: "Most of my townsmen would fain walk sometimes, as I do, but they cannot. Some of them, it is true, can remember and have described to me some walks which they took ten years ago, in which they were so blessed as to lose themselves for half an hour in the woods; but I know very well that they have confined themselves to the highway ever since. Whatever pretensions they may make, I belong to this select class."

Mr. Sylvester rejoices in the river as the others have praised the road. **The Great River: Poems and Pictures** (by Frederick Oakes Sylvester, St. Louis, \$3.00), is a remarkable study. For twenty years this poet-painter school teacher has studied the Mississippi and has made out of his intimacy with it a series of hundreds of paint-

ings, many of which are given high rank by art critics. Photographs of these paintings, together with the artist's poems, make up this book. Most of the poems are concerned with the Mississippi in its various moods. There are many quiet observers and thinkers to whom some section of

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mountain, seashore or river has become a part of life, who will find great delight in this communication of an artist's long-continued experience with what is to many a prosaic fact.

O river, river, never yet  
Was half your glory sung;  
And never skill of painter's brush,  
No praise of poet's tongue  
Shall half reveal the majesty,  
The charm, the primal grace  
That clothe you and attend your ways  
And shine from out your face.

Yes, I have painted you  
In every mood—  
When sunshine woo'd  
Your smile and fettered through  
Your being; when  
The world of men  
Within the hive, nor knew,  
Nor understood  
Feigning brotherhood,  
How unto love our friendship grew.

F. A. M.

**How To Learn English**, by Anna Prior and Anna I. Ryan, as the sub-title states, is A Reader for Foreigners. The aim is "first, to teach him the language so that he may earn his living more easily; and second, to make him a desirable citizen." With such possibilities presented to the immigrant, it is to be regretted that the illustrations are not up to the standard of the subject-matter. (The Macmillan Company, New York. Pp. 257. 55 cents.) M. S. P.

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The Macmillan Company, New York, has added to its list of Pocket Classics Pope's Translation of **The Odyssey of Homer** (edited by Edgar S. and Waldo Shumway, 478 pp., 25 cents); Dickens' **David Copperfield**, in two volumes (edited by Edwin Fairley, 1058 pp. total, 25 cents each); **Selected Poems** (edited by Henry W. Boynton, 342 pp., 25 cents), and Tennyson's **In Memoriam** (edited by J. W. Pearce, 275 pp., 25 cents). In the introduction to *David Copperfield* the editor advises the reading of the novel rather than definite study of it, and so a convenient edition is offered for the student to "get what he ought from it." Coleridge, Macaulay, Poe, Lowell, Arnold, Longfellow and Whittier are included as authors of *Selected Poems*, which it is claimed are fairly representative of early and middle nineteenth century verse. Dr. Pearce in the preface to *In Memoriam* states that his aim has been "to find the golden mean between too much explanation and too little," and he seems to have succeeded in his effort. Sketches of the author and of his work, explanatory notes and a bibliography (comprising six pages in *The Odyssey of Homer*) are contained in each book. M. S. P.

Dr. Chancellor has published a **Standard Short Course for Evening Schools** (American Book Co., 50 cents)—a one-book course prepared from the author's four-book series. "The more important additions are in phonics and in spelling." The fundamentals of English reading, composition and grammar, arithmetic, hygiene and civics are brought into a compass of two hundred and sixty pages.

A good story to remember at Christmas time is **The Fourth Physician**, by Montgomery Pickett (A. C. McClurg & Co., Chicago). The various conflicting claims made upon the young physician, combined with a love story having the Hull House neighborhood as a background, emphasize the impossibility of advance in other lines until account is taken of the human problem.

Cambridge University Press sends out **Early Religious Poetry of Persia**, by J. H. Moulton (40 cents net), a somewhat technical handbook of the Zarathustra material and other early Aryan poetry. Also **The Moral Life** (40 cents net), by W. R. Sorley, "a popular account of the nature of goodness in human life." The usual topics—Temperance, Courage, Wisdom, etc.—are treated in relation to present-day needs.

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**Building Your Girl**, by Kenneth H. Wayne (A. C. McClurg & Co., Chicago, 50 cents net), is on the whole a sensible book and will probably help many parents to understand their girls better. Such chapter headings as "The new position of femininity" and "Your girl in relation to domestic science and charm" indicate the general trend.

We are far from civilized in our treatment of many social conditions. There are problems of disease and other forms of waste toward meeting which we have scarcely made a beginning. The policy of denunciation is giving way to one of study with a view to remedy and advancement. Two reports indicate awakened intelligence and responsibility—**The Social Evil in Chicago**, a Study of Existing Conditions with Recommendations by the Vice Commission of Chicago (Gunthorp-Warren Printing Co., Chicago), and **Report of the Minneapolis Vice Commission** (Henry M. Hall, Minneapolis). Both reports are conservative, but specific and definite in their findings and recommendations. It is noticeable how wide a range of interests is involved in the central problem.

In **A Handbook of Health**, by Woods Hutchinson (Houghton-Mifflin Company, New York, 65 cents), we have in three hundred and fifty pages a book of practical hygiene stated in the author's forceful style. The chapters are so headed and arranged that one can easily think through the contents and locate material as he needs it. Apart from its use as a class textbook, the volume will be very valuable to be put in the hands of individuals, young or old, as a guide in matters of sensible living.

Edmond About's **Trente et Quarante** (Longmans, 35 cents) is edited for school use by T. H. Bertenshaw of London. In this series the pronunciation of the student is aided by indicating in italics silent letters.

The latest number in Professor Bailey's **Rural Science Series** is **Farm Boys and Girls**, by William G. McKeever of the Kansas State Agricultural College (The Macmillan Company, New York, \$1.50 net). It is intended for "the rural parents and the many persons who are interested in carrying forward the rural work discussed in the several chapters." The rural home, the country mother, the country dwelling, juvenile literature, the rural church, the transformation of the rural school, and the country Young Men's Christian Association are among the principal subjects discussed. There are special chapters on "How much work for the country boy and girl," "Their social and business training," "Schooling and their choice and preparation for vocation."

Dr. H. H. Horne's earlier works on "The Philosophy of Education," 1904; "The Psychological Principles of Education," 1906, and "Idealism in Education," 1910, are supplemented by **Free Will and Human Responsibility** (The Macmillan Company, New York, \$1.50 net). The old issue is re-stated in terms of the philosophers from the Greeks down. There is an attempt more or less successful to bring out the relations of recent developments in pragmatism. The really important chapter to teachers and parents is the one headed "The Difference it Makes." Students of education are seeing more clearly that theories and creeds have

direct, practical values for progress and regress. M.

**Heredity**, by W. E. Castle (D. Appleton & Co., New York), bears the sub-title, "In Relation to Evolution and Animal Breeding." The chapters formed the Lowell Lectures of 1910 and will bring the reader into relation to the results of original experiments in breeding and a clear statement of subject-matter needed in understanding the current discussions of Evolution, Eugenics, Mendel's Law, Atavism, Inbreeding, Sex, etc. M.

There is a movement toward a background of general science in the secondary school from which the special sciences can be differentiated as need arises for them. The preparation of a textbook which will give a view of special problems in a wide field of the students' interests is difficult because of the habits teachers have formed in the study of largely segregated sciences. Rowell's **Introduction to General Science** (The Macmillan Company, New York, 75 cents net) makes a long stride forward. There are over two hundred topics and the same number of experiments in Physics, Chemistry, Astronomy, Meteorology, Biology, etc. All these are practical problems in electricity, ventilation, hygiene, breeding of plants, household remedies, etc. M.

**The Boy and His Gang**, by J. Adams Puffer, Director of Beacon Vocation Bureau (Houghton-Mifflin Company, New York, \$1.00), grows out of the author's experience with sixty-six boys who were members of gangs. "A boy must have not only companions, but a group of companions in which to realize himself," is the keynote of the book as it is of the writer's work with boys. Even those who theoretically know something of the psychology and anthropology of what boys do and tend to do will be helped by these chapters to see how "in the group activities of boys are cultivated the great fundamental virtues, co-operation, self-sacrifice and loyalty."

Two new editions of the **Odyssey** for use in schools have appeared. Dr. Shumway of the Manual Training High School, New York, edits Pope's translation (The Macmillan Company, New York, 25 cents net). Theodore A. Buckley's prose translation of Books VI-XIV and XVIII-XXIV is edited by Dr. Fairley of the Jamaica High School, New York (Charles E. Merrill Company, New York). Prentiss Cummings has translated the **Iliad** into English hexameter verse. He applies higher criticism methods and distinguishes the work of first, second and third Homers (Little, Brown & Co., Boston, \$1.00 net.) M.

New problems produce new implements. The schooling of adult immigrants is well met in many cities. Frederick Houghton's **First Lessons in English for Foreigners in Evening Schools** goes directly at the immediate vocabulary needs of its users. There are lessons in the market, the bakery, the hardware store, etc. Teachers of children beginning to read will find the book suggestive for their work. M.

**A Textbook of True Temperance** (The United States Brewers' Association, 1911) gathers together commendations of wine and beer from writers of various periods. It presents another side of the problem from that presented by advocates of prohibition, but few readers are likely to see both statements.

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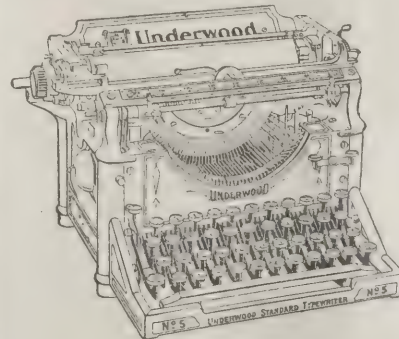
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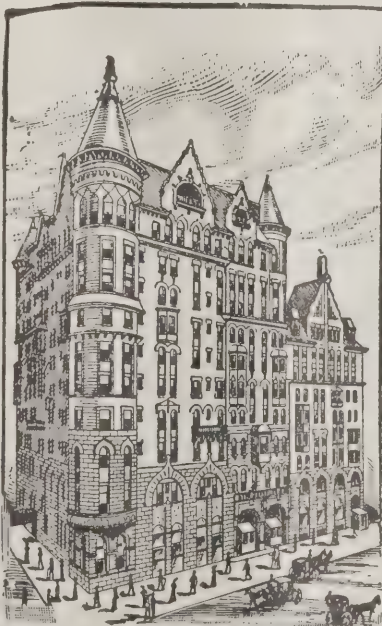
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## AGRICULTURE, THE LEADING INDUSTRY OF GERMANY

A GEOGRAPHY PLAN FOR UPPER GRAMMAR GRADES

By ELINORE C. WALTHER

University of Cincinnati

### *The Problem:*

**How had agriculture helped in making Germany a great commercial country?**

In order to solve this problem we must answer the following questions:

1. Of what importance is agriculture as an industry in Germany?
2. What are the physical conditions in Germany that affect agriculture?
3. What crops are raised as the result of these physical conditions?
4. How have these crops affected the commercial life of Germany?

### QUESTION I.—OF WHAT IMPORTANCE IS AGRICULTURE AS AN INDUSTRY IN GERMANY?

How does Germany compare with other countries of Europe in density of population?

Text—New Tarr and McMurry, Book II. Fig. 364 and 534.

Generally speaking, where do most of the people of Germany live?

Text—Fig. 364.

(In the valleys of the Rhine, Elbe and Oder.)

What are the three necessities of life?

(Food, shelter, clothing.)

With which of these is agriculture concerned in the narrow sense?

(Food.)

How might the Germans secure their food supply?

(By importing and by farming.)

Do you think farming is an extensive occupation in Germany? Why?

What facts must we know in order to determine whether farming is an extensive occupation?

Just what is raised and how many people are engaged in farming?

Text—pp. 311.

Make a diagram showing the relative importance of the industries of Germany.

### QUESTION II.—WHAT ARE THE PHYSICAL CONDITIONS THAT AFFECT GERMAN AGRICULTURE?

What must plants have in order to grow?

(Soil, moisture, heat, sunlight.)

Text—pp. 311.

What are the soil conditions in Germany?

How can the Germans improve the conditions of the soil?

(By fertilization.)

Would it be possible to fertilize their great fields like our Dakota wheat fields?

What does this tell us about the size of the farms?

(The farms are small, many of them being less than an acre, and the average is about five acres.)



A COTTAGE IN THE BLACK FOREST.

Do you think such farms large enough to bring profit to the owners?

We shall see!

### *The Climate:*

Upon what physical factors does the climate of a country depend?

From what direction do the prevailing winds of Germany blow?

Text—Fig. 293.

Are these winds warm or cold?

Text—Fig. 312.

How does this affect the winters?

Do these winds reach Germany fresh from the ocean?

What countries do the winds have to cross before reaching Germany?

What happens to the moisture they started with?

Text—Rainfall map, Fig. 365.

Do you think that Germany has a humid climate?

Text—pp. 311.

Why is there less rainfall in the eastern part of Germany than in the western part?

Compare the average rainfall with that of Cincinnati.

Fig. 303.

The sky of Germany is covered with clouds three-fourths of the year. Account for this.

(The wind blows the clouds in from the sea.)

What effect must this have upon the temperature?

(It will allow the sun to shine only about one-fourth of the time, and the effect is to make it cooler.)

What is the average temperature for January in Eastern Germany? In Western Germany?

Text—Fig. 318.

What is the average temperature in Cincinnati? Compare.

Why do the isotherms of Europe curve up to the Arctic Sea?

(They follow the warm Gulf Stream.)

What part, then, does the Gulf Stream play in the climate of Germany?

(It helps to make the waters mild.)

What is the average summer temperature in Germany?

Text—Fig. 317.

In what portion of North America does the temperature correspond with this?



What would you say about a climate that is as mild as Virginia in winter and as cool as Canada in summer? What part, then, does the climate play in the agricultural development of Germany?

(It determines the nature of the crops.)

Could cotton be raised there? Why not?

QUESTION III.—WHAT CROPS ARE RAISED AS A RESULT OF THESE PHYSICAL CONDITIONS?

Text—pp. 311.

Arrange a list of crops in the order of their importance.

(Rye, potatoes, sugar-beets, hay, oats, barley, hops, tobacco, grapes.)

Which of these are consumed at home?

(Rye, potatoes, hay, oats, tobacco.)



TYPICAL STREET MARKET.

What are some of the agricultural products that are raised in large enough quantities for export?

(Potatoes, beets, barley, hops, grapes.)

Would it be possible to ship these products great distances? Why not?

Could these products be put through processes that would conserve them for shipping?

(Potatoes — brandy; barley and hops — beer; grapes—wine; sugar-beets—beet-sugar.)

On what, then, are these important industrial processes dependent for their prosperity?

(Agriculture.)

In what part of Germany are potatoes raised extensively?

In general, what is the extent of the potato culture there?

On an outline map of Germany show the extent to which potatoes are raised.

Ref.: Partsch, *Central Europe*, Fig. 34.

What city is noted for its beer?

(Munich.)

Where would you expect to find the hop gardens most numerous?

Fill in an outline map showing the location of the hop-raising districts.

Ref.: Partsch, *Central Europe*, Fig. 34.

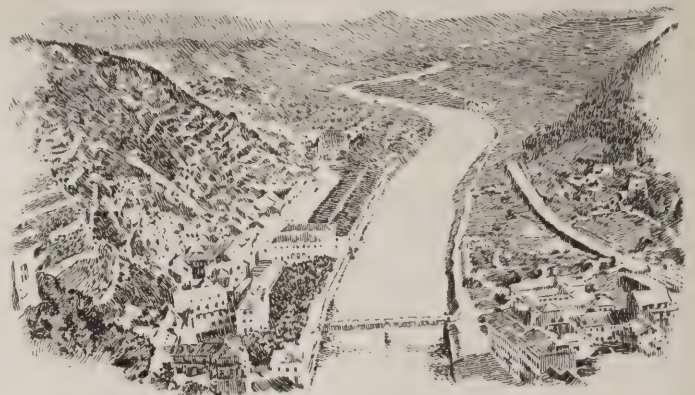
Where is the traditional wine-raising section of Germany?

Why is the wine industry profitable?

(Small areas will yield great quantities of grapes. The steep hill slopes can be utilized. Labor is cheap, and vines need considerable care. There is great demand for wine. There are good transportation facilities.)

Locate the vineyards on the picture.

How do the farmers prevent the soil from "wash?"



VIEW OF THE CITY OF EMS.

Do the vineyards appear to be well cultivated?

What three methods of transportation does the picture show?

What is the general atmosphere of the town?

In what portion of the Rhine valley is this spot located?

(Consult the physical map.)

To what portion of Germany have the products so far studied been confined?

(Southern.)

Germany excels the other European nations in the culture of one product? What is it?

Text—pp. 311.

Which section is better suited for the extensive raising of beets—the southern highlands or the northern plains?

Where would you expect the sugar factories to be located?

What other foods besides vegetable food do the Germans need?

(Meat.)

How can they get this?

(By raising cattle, sheep, hogs.)

What portion of the country will they use for this?

Text—pp. 312.

What other foods besides meat do cattle furnish?

(Milk, butter, cheese, etc.)

What raw materials do they furnish for clothing, etc.?

(Wool, hides, hair, etc.)

Summary:

Sum up the conditions that determine the location of the agricultural regions.

(Soil, climate and topography determine:

1. What shall be raised.

2. Where it shall be raised.

The products raised determine what shall be manufactured. The location of the producing areas determine where the manufacturing industries shall be located.)

What agricultural occupations are carried on chiefly in the North?

What agricultural occupations are carried on chiefly in the South?

What agricultural occupations are carried on chiefly in the West?

What agricultural occupations are carried on chiefly in the East?

Make an agricultural map of Germany showing where the different crops are raised. Add to your map the places where you think pasturing is *extensively* carried on.

Note.—At this point a geological map of Europe should be examined and the geology of the region ought to be pointed out.



## Suggestive Assignments for Report Work:

Report on the process of the manufacture of beet-sugar.

Report on the process of the manufacture of wine.

Report on the process of the manufacture of beer.

Report on the process of the manufacture of brandy.

Report on farm life and farmhouses in Germany.

Report on village life and occupations in Germany.

Text—pp. 313.



## QUESTION IV.—WHAT EFFECT HAS AGRICULTURE HAD UPON THE COMMERCIAL DEVELOPMENT OF GERMANY?

Do you think that agriculture is an aid or hindrance to German commerce? Why?

As it is carried on in Germany, which is it stimulating the more—foreign or domestic commerce? Why?

What, then, must Germany do to facilitate internal commerce?

(She must provide good transportation—canals, rivers, railroads, roads.)

What effect is agriculture having on the exports? Imports?

What, then, must Germany do to facilitate exportation and importation?

(Ships, navy, good harbors.)

If you were a broker, what foodstuffs would you send to the German markets?

What foodstuffs is a German broker able to send to America?

Trace on a map of the world the routes German freight ships travel when carrying their agricultural output to other countries.

## Summary:

How has agriculture helped to make Germany a great commercial country?

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# COMPULSORY EDUCATION

LAWS TO BE EFFECTIVE SHOULD NAME REQUIREMENTS, THE PENALTIES FOR VIOLATION, AND PROVIDE FOR ENFORCEMENT OF THESE

By ROXANA A. STEELE

Teachers College, New York City

THE legislation regarding compulsory education varies widely in the United States. It is closely related to child-labor legislation. In 37 States and Territories there is provision by law for compulsory school attendance. In Maryland and Tennessee this is limited to certain territories. In Maryland the law affects only Allegany county and Baltimore city. In North Carolina the adoption of the general law is optional to the counties.

The age limits, in general, are from 7 to 14 years and an extension to 16 years for all children unemployed. The Maryland law requires only four years of school attendance, from 8 to 12 years.

The length of attendance per year has reached the 100 per cent. requirement in 26 States and many additional cities. Maryland has accepted this in her legislation, but does not enforce it.

A good compulsory education law names the requirements, the penalties for violation, and provides for enforcement of these. The issuing of employment certificates needs careful legislation and careful enforcement.

Laws which are on the books and are not enforced are worse than no laws at all. Laws should be a record of public opinion, for unless they are they cannot be enforced.

Before recording laws a definite plan for their enforcement should be made.

Several aids to the enforcing of the compulsory education laws are:

1. *Permanent Census Board*.—Complete and reliable statistics are essential to wise legislation and to intelligent enforcement of the compulsory education law and the child-labor laws. The best way to secure such statistics is by having the permanent census and cumulative card record for each child (New York, Rochester, Buffalo). With this method it is possible to systematize questions of attendance, to follow up children changing addresses, to issue work certificates at the proper age, to know how many children are likely to enter school the following year, etc.

2. *Efficient Truancy Department*.—When the record of children is provided for, the next problem is to account for the absence when it occurs. This work should be organized under superintendents, and there should be an adequate number of attendance officers to do the work.

In places where the visits are based on weekly attendance records sent to a central office, rather than depending upon the reporting of a case of truancy, the work has been more thorough.

3. *Effective Magistrates' Courts*.—(Complete Records).—In New York, Massachusetts and many other places the laws are strong, but the full force of the law is not executed. The excellent attendance in Prussia and London is due to the effective magistrates' courts.

The penalty for violation of the law should be small, but enforced.



4. *Co-operation with Other Agencies.*—The school working in unison with other agencies can further compulsory education rapidly. Local physicians, the juvenile court, charitable and philanthropic societies, district nurses, etc., are, as a rule, anxious to co-operate and are intelligent workers. Through such organizations the weak and indigent can be cared for and helped in school attendance.

In planning for an effective compulsory education system it is necessary to study the cause of absence and, as far as possible, to plan cures. Special provision must be made for the subnormal, the blind, the deaf, the crippled, the backward and truant children. Proper medical inspection, judicious grading, normal-sized classes, city relief to the destitute, an attractive course of study, good teachers, all serve as *preventives*. Some of the *correctives* which the schools must provide are special industrial classes, a sympathetic probation system before children become criminal, an effective truancy bureau, an effective magistrates' court, close affiliation with children's courts and societies, improved child and compulsory education laws which shall *compel* attendance at school of boys and girls between 14 and 16 years, licensed but unemployed.

If we pause to consider the advantages of general compulsory school attendance, we are soon convinced of the necessity of it. Meredith D. Morris in his "Compulsory School Attendance" enumerates the following social and

economic reasons and supports each statement with considerable data. General compulsory school attendance is an antidote for pauperism, reduces the number of criminals, increases the social welfare of the State, increases production, raises the standard of living, equalizes taxation, etc. The better the attendance, the less expensive is education per pupil.

"Public education is a State function. The chief beneficiary is the State itself. If the State compels the child to go to school, not only for the sake of the child, but also, and far more, for the sake of the State itself, is it not the clear duty of the State to make such attendance possible and compulsory? If this is socialism, let those who are still disturbed by this word make the most of it. Let them consider that our system of public schools is based upon the principle of socialism and stands today as our most highly developed socialistic institution. Let them consider also that, with all its faults, it is the most efficient of our democratic institutions. May it not well be that in this, as in many other things, not our closet philosophies, but the actual needs of the child shall lead us."

Teachers and superintendents of Maryland and many wise and interested friends have long wished for an adequate compulsory education law, but have felt that they could do but little. Stir up public opinion and the legislature will come. Everyone can help indirectly to bring the legislation and to enforce it when it comes.

## HOME ECONOMICS

SIXTH PAPER OF A SERIES EDITED BY ELIZABETH C. CONDIT,  
INSTRUCTOR OF HOME ECONOMICS IN THE  
JACOB TOME INSTITUTE

### METHOD IN A HOUSEHOLD ARTS LESSON

By EMMA S. JACOBS

Director of Domestic Science, Washington, D. C.



**B**EFORE we can deal with the question of the "how" to teach we must know something of the "what" to teach and the "why."

The lesson selected is the one dealing with the making of a fire. In it the principles governing the combustion of material and the results, as well as the products, of this combustion are to be taught.

This lesson is of value, because occasions arise in daily life, even in the life of a child, requiring knowledge of these things. Many lives and much property have been lost and much more put in jeopardy because of ignorance in these matters.

Now, how can this material be presented to children to interest them and to train them to observe, to reason, to relate cause with effect and to learn some governing principles. It is well known that many of the things told to us pass in at one ear and out of the other, leaving no impression whatever on the individual; hence there is no intellectual growth. Intellectual growth is as much a matter of cell activity as in the building or growth of any part of the body; moreover, the mind is not formed, then informed, but the forming and the informing go hand in hand.

The senses play a most important part in this, and are most appropriately termed "the gateways to the soul."

Therefore, in the education of the child the material should be presented to as many of his senses as possible, and in the schoolroom eye, ear and hand should be at work gathering impressions. He must learn to read these impressions with order, accuracy and rapidity, not alone for the knowledge gained therefrom, but to acquire the power to do this thoroughly. The material presented must attract attention, and attention will not be given for more than the passing moment unless the material interests him. Attention and interest indicate an active psychic state.

Things which he can handle, control, shape or put in motion awaken in him the keenest interest.

Such material is found in the manual arts; hence it is the problem of the teacher to so present this as to induce that cell activity which will lead to the formation of general concepts, to the exercise of careful selection, requiring judgment, and to the application which requires reasoning.

As introductory to the lesson on making a fire there should be a discussion of the object of assembling the class in the kitchen or of having a range there. This should bring out the fact that heat will be produced in the range to develop the flavors in the food and to otherwise prepare it to be eaten; that various materials are



burned to produce this heat, and that some of them require stoves or other apparatus of special construction. There should be free response from the pupils to establish a certain degree of sympathy between teacher and pupil, to give the teacher a knowledge of the pupil's store of experience and information, and to re-establish or to mentally visualize this store for the pupils.

After this proceed to show by experiments the conditions governing and controlling the burning of material. Perform all experiments many times beforehand to be sure you know all the conditions necessary to give perfect results and just how to modify them to secure other results. When performing the experiment give no suggestion of the results to be obtained; simply direct attention to the materials used, what is done to them and the results obtained. Let the pupils describe all this in their own words, then lead them to draw conclusions. These, when stated in formal language, will be the principles or concepts desired.

For the experiments have candle, matches, cardboard, felt, narrow strips of wood, tumbler, wax taper, lime water and a lamp chimney.

When lighting the candle, note that the match is warmed by rubbing, the wick warmed and the fat melted and drawn up by the wick before the blaze appears. Place the candle in the tumbler, and after lighting it place a piece of cardboard over the top. Note the moisture which appears on the glass; the waning flame, which revives when the covering is removed, but finally flickers out when it is replaced. Carefully introduce a lighted taper into the tumbler by lifting one end of the cardboard. Pour a little lime water into the tumbler, and after shaking it note the milky appearance. Breathe into a small amount of lime water in a glass and note the milky color. Relight the candle and place over it the lamp chimney, supporting it on two pieces of wood. Cover the chimney with a piece of felt or cardboard. As the flame dies down, lift the covering and note that the flame revives, but will go out if the covering is kept in place, even though the chimney is raised on the strips of wood, which allows air to enter at the bottom.

Remove the strips of wood, and after relighting the candle place it on the felt with the chimney over it. Do not cover the chimney, but press it into the felt to cut off all air from the bottom. Note that the candle burns feebly, and, if the chimney be neither too large nor too small, will finally go out. Let the candle burn until a long piece of black wick is formed. Note the feeble and smoky flame.

From this draw conclusion that all things must be warmed to a certain point before they will burn; that air is needed to make them burn; that two gaseous products, water and carbon dioxide, result from the burning, and that if these are not removed or allowed to escape they will cause the material to burn imperfectly and finally put it out; further, that if the wick is not trimmed or the ashes removed the material burns imperfectly.

Since air is needed to make things burn, then fires can be put out by excluding air, which may be accomplished by covering the burning material with a thick cloth or something which will not burn, as ashes or sand, and by closing the windows and doors. Since the products of combustion are found largely in the upper part of the chimney, then ventilate a room by openings near the ceiling to let the foul air out and nearer the floor to let fresh air in. If it is desirable to have this fresh air warmed, bring it in over heated pipes. When trying to escape from a burning building, keep as near the floor as possible.

Since all things must be warmed and changed to a gaseous state before they will burn, do not put greasy rags or paper or store gasoline in a closet or under the

cellar stairs, for in such places they become quite hot, the oil vaporizes and spontaneous combustion is the result. Many buildings have been destroyed by carelessness in this matter.

There are many more experiments along this same line which may be used to emphasize and prove the same principles. After this the stove should be examined and the principles learned from the experiments applied to making the fire. To make this clearer and more interesting, a small stove can be constructed of plates of glass held together by strong glue. The stove is a box having two principal openings, one near the bottom and one connecting with the chimney.

The oven is a smaller box set and supported within the larger one, with the fire and ash box on one side and the open spaces on the other sides. By drilling a hole in the piece of glass which forms the top of the outer box and placing a short piece of glass tubing, or a small bottle having the bottom broken out, over the hole, a very good chimney is constructed. Now introduce a bit of smoking linen in the fire-box portion and watch the smoke rise and pass directly to the opening in the top and out the tube. By strips of glass or wood prevent the smoke reaching the opening in the top except by passing across the oven and down the side and under it to the back, then up to the top. After observing the movement of the smoke in some such contrivance children will never forget how to make a fire burn quickly or to heat the oven.

All these materials are familiar to the children. They power is more important than to be able to recite any printed lesson, for then our teaching is effective and the can be handled and the conditions can be controlled. The children can perform the experiments; hence we have just the best conditions for mental activity when the mind is led by skilful suggestion and question to take note of things; to connect cause with effect and to draw conclusions.

Thus the children can be shown how to collect facts, analyze phenomena and make deductions. To gain this children are being educated.

## Michigan State Federation of Teachers' Clubs

By FRANK A. MANNY

Baltimore City Teachers Training School

ONE of the interesting developments in both the feminist and the school problems in recent years has been the awakening of the woman teacher of the elementary school to her part in the democratic movement. We have had no good studies of this situation as yet, and apparently its significance and possibilities are not generally realized.

The tendency of any group with a purpose is to organize somewhat exclusively in order to make sure of accomplishing the immediate end in view before providing for growth in inclusive relationships.

In the State of Michigan there have been stirrings for some time. It is reported that in the State Association the women surprised the men by a resolution calling for the payment of the same annual dues by women as by men. (In the past it has been customary for a woman teacher to pay but half the amount paid by a man.) This voluntary renunciation of privilege was followed by a successful request for increased recognition in the official control of the organization.

State associations are valuable tools, but the time has come when more executive organizations, with local



branches, seem to be needed for the newer work that is required by the widening range of the teacher's responsibility. In response to this need have arisen the teachers' clubs in the various cities of Michigan. These have formed the State Federation, which announces the following general object:

"The objects of the Federation are to encourage the organization of local teachers' clubs, to bring various associations of teachers throughout the State into relations of mutual assistance and co-operation, to create a deeper sense of the importance of the interests which the teachers represent, to act as the agents of the teachers' clubs in providing opportunities for conferences and union of effort in matters of common interest, and to promote the general cause of public education throughout the State."

Special objects have been selected for the school year

1912-1913. These are announced in large type in the circular sent out by the Federation as follows: "To secure a State institution for subnormal and epileptic children." "A retirement salary for teachers."

The impression gained from looking over the list of officers in the various clubs shows that to an unusual extent the membership is made up of both women and men of both local and national reputation, and of both school teachers and school officers. Further, it is evident that the higher offices are not all given to the superintendents or other men of prominence. This would seem to indicate an unusual degree of democracy in organization. The effect that this inclusive policy will have upon the successful attainment of the ends sought will be watched with interest.

The State Secretary is Miss Eurette C. Banister, 322 Jefferson avenue, Grand Rapids, Michigan.

## FOR DECORATION DAY

TWO APPROPRIATE EXERCISES ESPECIALLY CONSTRUCTED FOR USE IN THE PRIMARY GRADES ON MAY THIRTIETH

By EDNA G. MERRIAM

Minneapolis, Minnesota

IT is always difficult to find things simple enough for beginners to speak on Decoration Day. I was perplexed in my search for such suitable material, and so I "made up" these two little exercises. They turned out to be such a success at our Decoration Day program last year that I am presenting them to the JOURNAL readers in the hope that some teachers may find them of service this month.

### MAKING THE FLAG.

This exercise is arranged for 15 small children.

If the flag which is to be made can be pasted upon the blackboard, so much the better, but there was none in the auditorium where this exercise was given, so we had to arrange the following material:

A square of blue paper with white stars upon it.

Paper strips of red and white. (Our flag was only a foot long; it was easier for the children to handle the small strips.)

Tiny paper boxes, for paste, to pin on each child, so that when it came time for our exercise the paste could be put on the ends of the strips without any trouble; and a board, a yard square, covered with black paper, upon which to paste the flag.

The leader marches upon the stage with this board, which he stands upon a chair, and says:

"Come, let's make the flag today.  
If you'll bring the colors,  
I'll show you the way."

A child runs up and pastes on the square of stars, saying:

"I will bring the stars so bright;  
Will somebody bring the red and white?"

(Steps to the back of the stage.)

The rest of the children, bringing the 13 red and white strips, come in their turn, two by two, say their lines, paste their strips and go to the back of the stage.

Boy: "I'll bring a red one,  
Bright and new."

Girl: "And I'll bring a white one  
And stand by you."

Boy: "Mary and I  
(Speaks while Will each bring one;  
Mary puts Oh, 'twill be pretty  
hers on.) When 'tis done!"

Boy: "The red tells me  
To be brave as can be."

Girl: "The white tells me  
To be pure as can be."

Boy: "Red and white  
(While girl Red and white;  
pastes hers.) I think it's going  
To be all right!"

Boy: "Here's another red strip for you."

Girl: "And have you room for a white one, too?"

Boy: "There! (Claps hands).  
(While girl It's almost done;  
pastes hers.) Just room for one!"

Boy: "Oh, isn't it grand!  
(Alone.) It's the prettiest flag  
In all the land!"

The leader then turns to the children and beats time for them while they sing: "There Are Many Flags." Then takes the board and leads them from the stage.

### IN MEMORIAM.

Tune: "Hush, My Baby."

"Bring your flowers, little children,  
For the soldiers who have gone;  
Bring your love and raise your voices,  
Praising them in sweetest song.

We'll be like you, { "These four lines  
Dear old soldiers; } were sung as a  
We'll be like you, } solo by the sweetest  
Brave and strong, } singer.

And with other little children  
Fight all evil and all wrong."

(Repeat first four lines.)

Then arrange the flowers to form the letters:

I M



# FESTIVALS

A MONTHLY DEPARTMENT DEVOTED TO THE EXTENSION OF FESTIVALS AND SMALLER CELEBRATIONS IN THE COMMUNITY WITH SPECIAL REFERENCE TO SCHOOLS

Edited by Peter W. Dykema

Director of Music and Festivals, Ethical Culture School, New York City

[Contributions for this Department should be addressed to Mr. Dykema]

## DRAMATIC WORK IN THE NEW YORK PUBLIC SCHOOLS

By MARY E. BONN

Teacher in Grade V, Public School No. 15, New York City

INTRODUCTORY NOTE.—A strong proof of the value of festivals in the ordinary school is presented in the interesting paper by Miss Bonn, which is printed below. THE ATLANTIC EDUCATIONAL JOURNAL has described many festivals given in schools which make definite provision for such work. Here is an article dealing with the status of festivals or smaller special exercises as they are given in one of the large public schools in a crowded district of New York city.

Unaided, to prepare one's own play; to teach it, since it frequently has no relation to the regular work, as an addition to the usual daily program; to present it in a small room with fixed seats, which allow but a meager open space near the teacher's desk for performance; to obtain such dramatic feeling, and even fervor, that the lack of such helpful accessories as costumes and scenery is hardly thought of; to do all these things with but a dim revelation of the meaning of dramatic and festival work, and still to do so joyfully—this is the tribute of devotion, the unconscious recognition of the great potency of even this partial work, which many brave souls in our public schools are bringing to the festival.

It is evident to the regular readers of this department that such reasons as are given below are not the sole or even, perhaps, the main bases on which the festival or dramatic assembly rests its claim. But with the half-blind teachers leading the unawakened but still wonderfully eager and receptive children, who nevertheless frequently obtain praiseworthy results, the necessity for clarity of view on the part of the teachers, and adequate recognition and material encouragement on the part of the authorities, is all the more imperative.

When the values so simply outlined by Miss Bonn can be obtained under these adverse circumstances, what can we not hope for when the festival, properly established

into the regular school work, shall be regarded, not as a pleasing diversion, but as an absolute necessity for the proper unfolding of those many aspects of child life which it calls into action.

P. W. D.

ALTHOUGH dramatization has taken an important place in our school work the past few years, it is not compulsory except in some of the lower grades, where the McClosky method of reading is taught. Dramatization is one of the chief features of this method. In all other classes and grades the teaching of dramatic stories is entirely voluntary. A great many teachers, however, have felt the need of this mode of expression and have willingly taken up this work. Their reasons, however, for doing so are many. They are:

1st. Because it gives pleasure to the children. These plays are a form of activity. Children love action, love to express their thoughts in action, especially if they have not yet reached the age of self-consciousness. Girls generally reach this state at 13 or 14, but boys not quite so soon.

2d. It is a good way to teach proper enunciation and good expression. This can be done better in this kind of work than in a reading lesson. The interest is greater; therefore better results are often obtained.

3d. Because it supplements the reading matter. It gives a clearer understanding of the more difficult parts of the subject in hand, whether it be a piece of literature or a chapter connected with the history or geography or any other lesson. The increased interest will help to make clear these difficult passages.

4th. Because by giving these plays a teacher fulfils a double duty. In the first place, by teaching some little play correlated with her grade work, she has always something on hand, something besides the daily routine work, to show outsiders who take an interest in our public schools and visit them occasionally. Then, again, it is the custom in most of our schools for each class to take its turn at entertaining the assemblies in the main room or auditorium. Quotations, recitations, and songs cannot be given all the time. There must be something to break the monotony. The teacher with her dramatic story will give the children this delightful change.



P. S. 15—A MAY POLE PARTY.



P. S. 15—HUDSON-FULTON CELEBRATION.  
NEW AMSTERDAM BECOMES NEW YORK.



5th. Dramatic work, but of a more elaborate order, is given to celebrate the festival days of the year or some great or unusual event. These last are such as the Hudson-Fulton celebration and the one hundredth anniversary of Lincoln's birthday.

At the Hudson-Fulton celebration a series of dramatic episodes were given in nearly all our schools. They were so arranged that the children of all grades could participate. To the kindergarten was assigned "The Indians at Play;" to the second year, "The Birth of the River;" to the third year, "Scenes from Hiawatha;" to the fourth year, "The Coming of the Dutch;" to the fifth year, "The Coming of the English;" to the sixth year, "Reading of the Declaration in New York," also "Fulton's Invention;" to the seventh year, "Rip Van Winkle;" to the eighth year, "The River and Science of Forestry."

Quite an elaborate program was also arranged to celebrate the other great event—the one hundredth anniversary of Lincoln's birthday. The program in most schools varied. In some schools a play called "Reminiscences of Lincoln" was given. This introduces the scene in which Lincoln composes his Gettysburg speech. This speech formed part of the program in all schools.

The festival days, or days for which unusual preparations are made, are very few. They are Thanksgiving Day, Arbor Day, and Commencement Day. Christmas may be added to this list for many of the schools. In the lower East Side it has of late years been unobserved. This section of the city consists almost entirely of our foreign Jewish population. The rabbis of this section, believing that the schools were giving religious instruction—teaching about Christ—protested. No order was ever given by our city superintendent or Board of Education to discontinue the celebration of this greatest of all holidays. But the teachers have lost interest. They no longer care to put a great deal of time and energy into an affair of this kind when it is not appreciated. There is no longer the noise of children busy with Santa Claus preparations, but only the sound of the scratching of pens or pencils as they are performing their daily routine work. The only thing that would, perhaps, remind one that this day is a little different from the other school days of the year is that now and then mysterious packages are handed the teacher by a few urchins who would have the holiday spirit in spite of all. What matters



P. S. 15—Mob scene from *Julius Caesar* given as graduating exercise. The entire class participated—the small space making the regular formation a necessity. Antony is pointing to the imaginary bier of Caesar.

if the packages contain only cheap perfume and soap, cups, saucers, gay handkerchiefs and even gentlemen's ties and suspenders—in spite of the fact that the teacher be a woman? The children are at least filled with the holiday idea—the spirit of giving.

Lincoln's Birthday, Washington's Birthday, Decoration Day and Flag Day are always remembered with appropriate exercises, but no

very extensive preparations are made.

#### ADVANTAGES.

The advantages in giving short plays or dramatic stories can be summarized as follows:

- 1st. It gives children something in which they are interested.
- 2d. It supplements the reading, history, geography and English lessons, etc.
- 3d. It helps to impress facts on the minds of the children.
- 4th. It is a great aid to the usually dull child.
- 5th. It is a good way to teach correct tones, good expression, proper enunciation. In short, it is a good lesson in elocution.
- 6th. It teaches graceful action. It puts life into a child who is otherwise "stiff"—lifeless.

#### DIFFICULTIES ENCOUNTERED IN THE TEACHING OF DRAMATIC WORK.

##### 1st. *Lack of Proper Material.*

It is difficult to find just what is needed. Plays must be such as can be presented within five to ten minutes. They must generally be such as can be correlated with some other subject of the grade work. They must avoid "love" and "religion." They must suit the grades—very simple ones for the lower grades and those of a little deeper nature for the higher grades. It remains for the teacher, then, to do her own dramatizing. The teacher therefore must also be a dramatist. This adds one more qualification to the long list of what a teacher must be.

All school plays must have a great deal of action. There must be quick retort back and forth. Long speeches on the part of one character must be avoided as much as possible. Children will not follow a succession of long speeches. They lose all interest. Such speeches are almost always above the heads of the chil-



P. S. 15—King and Queen of May Party. Simplicity of costume indeed!



dren, and, after all, these departures from regular work are and should be given for the children, and not for outsiders.

#### 2d. *Difficulty.*

There is little time to give to the teaching of dramatic work. Our curriculum is already so overcrowded and our daily program so full that there is no time for such work unless it be taken from the reading or some other lesson. All of us know that the children cannot afford to lose one minute of the time assigned for reading. Should the teacher take her own time after school hours? No! for then the work is no longer class instruction, but becomes individual or group work. All children can benefit by these lessons, although, perhaps, no particular part has been assigned to every child.

#### 3d. *Difficulty.*

The discipline of an entire class, and often of an entire school, can be upset and weakened by too elaborate and lengthy performances. The children get excited and there is no holding them down, and only the strongest disciplinarian is able to bring the children back when all is over to where they were. The weak teacher has lost her hold upon her class forever—for that term at least. This is felt most in large classes and in large schools.

#### COSTUMES AND SCENERY.

It is the order of our Board of Education to have no costumes or scenery except such of the cheapest and simplest kind as can be made by our boys and girls themselves. Some of the schools in the better sections of the city do not adhere to this order altogether. You will often find elaborate costumes and scenery at their various entertainments. In the poorer sections, however, this order is pretty strictly carried out. In the classroom and assembly exercises there are no special costumes except when absolutely necessary, and then they are made of paper, cheesecloth, cambric or other cheap material. The scenery will consist only of chairs, desks, tables, screens, etc.

There are some advantages in not having costumes. It is a great time-saving proposition for the teacher. It gives less work. The children are more orderly. What the play lacks in costumes is made up by extra good acting on the part of the children. Outsiders surely cannot say, "The costumes were everything; without them the play would have been nothing."

#### HOW PLAYS SHOULD BE TAUGHT.

In order to benefit all a great deal of impromptu dramatization should take place in connection with the various lessons. But show work should be finished work. Therefore to get the best results the teacher should be careful in the selection of the children. She should select the child that would best suit the part as to size, voice, action. It is well to note here that the "A" child seldom does as well as another child of lower standing. The restless, mischievous sort of individual, as a rule, proves to be our best little actor or actress. The play for this kind of child is an incentive to good work.

In order to benefit the entire class by such work it is necessary to get the children themselves to give you the correct expression and suitable actions. But let the finished product be the best learned by imitation.

There are many little props of which a teacher can make constant use to aid her to the best results. For instance, there are many words, phrases, sentences in quotations, poems and recitations that can be compared in order to get the best expression to certain tones or notes in music. A group in a play reciting a witch's chant could be taught to say the greater part of it on one note, the same as if they were singing a part of a song on one note. The angry and excited tones can be compared to

the low notes; the pleading and pathetic tones to the high notes, etc.

#### MATERIAL FOR DRAMATIC WORK.

Material may be gotten from the child's every-day work, from readers, from the geography and history texts, from the stories and books connected with the English work, from current plays and events, from some of our famous operas simplified for school use.

A list of a few dramatic stories given in one of our public schools not already mentioned in the above notes is:

- (a) "Washington and the Spy," taken from "The Spy," by Fennimore Cooper. This was given on Washington's Birthday.
- (b) "The Toy Shop," by M. S. Gerry. This tells about Lincoln buying tin soldiers for his boy. This was given for a Lincoln program.
- (c) "Thanksgiving of 1696," which describes a Thanksgiving of long ago. It brought in a great many class songs and recitations, and was given at Thanksgiving time. At another time was given "Polly's Thanksgiving." The scene is laid in Rome. It tells how Polly, who is visiting her relatives in Rome, becomes homesick and wishes to go home for Thanksgiving; how her relatives persuade her to remain, explaining what wonderful things were to be seen in Rome for which she may be truly thankful.
- (d) "The Crowning of the Dryads," "Birds' Decision" and "To Serve Is to Live" are three pretty little plays given at various times on Arbor Day. The last teaches us that the trees, even after they are cut down, still live, because they serve man.
- (e) "The Signing of Magna Charta" and "King Charles I" were given to correlate the work in English history in our upper grades. In the latter King Charles demands the surrender of the five members in Parliament.
- (f) "Penelope's Christmas Dance," based on the poem by Virginia Harland, supplements the history lesson. It is a play describing the American victory at the battle of Trenton.
- (g) "The Brother Years," taken partly from "The Sister Years," by Hawthorne, gives a good lesson in current events.
- (h) "Every Maiden," based upon "Every Woman," teaches a good moral lesson. It tells every maiden that she will lose her good companions, Industry, Cheerfulness and Love, whenever she seeks her evil companions, Laziness and Gossip.
- (i) "Robin Hood," "The Piper" and "William Tell" are all plays arranged to supplement the reading matter. These were given chiefly for pleasure.
- (j) "Professor Frog's Lecture" not only supplemented the reading matter, but the nature work as well, as having a good moral influence. It is a good lesson concerning cruelties to animals.
- (k) "Hiawatha Seeking His Father, Mudjekeewis;" "Conversation Between Nokomis and Hiawatha;" "The Mock Trial," from "Alice in Wonderland;" "Advice from a Caterpillar," from "Alice in Wonderland;" "The Three Golden Apples," from Hawthorne's "Wonder Book," are all dramatic stories arranged to supplement the reading matter for the classes where the McClosky method of reading is taught.

There are just a few other events which ought to be mentioned in connection with the festival work in our schools—events which do not call forth class interest or class work alone, but such as give interest to the entire school. These days are red-letter days for the children.

Some time in May each year the girls hold their annual exhibition of folk dances and gymnastic games. A



few of the many dances given on such occasions are: The Irish Jig, Highland Fling, Oxdans, Mountain Dance, Morris Dance, Shean Trews, Kamarinskara, etc.

Great interest is manifested in the games as well as in the dancing, as each side looks forward to the winning of the prizes and the trophy.

Later the boys have their gala day. If they do not have a better time than the girls, they at least have a more excitable one. Who can expect several hundred boys to talk in subdued tones when each individual is all excited and anxious that his class or grade should win, that his class representative should come in first on the 30 and 50-yard dash, that no higher or bigger boy should touch the line first in the potato race, or return first in the relay race? Then there are the basketball games! Children, parents, visitors alike catch the enthusiasm of the players, each wishing his favorite side would win. Can you imagine the hand-clapping and shouting when a basket is made or the sigh of relief when the unfavored side misses the same?

The sword drill, dumbbell drill, wand drill, memetics and folk dances are given by various classes between the races and games. To fill in the lapses on the program our school orchestra entertains us with many lively selections. It is their pleasure to assist the school on all festival occasions.

Another delightful entertainment—a pageant—was given recently by the “Little Mothers’ League” of the school. It began with the March of the Nations. This showed the development of motherhood from the earliest ages to the present time; showed how the mothers of the old Hebrew, Greek, Roman races, etc., carried the baby, and how every model little mother of all nations carries and cares for the child today. This march was followed in turn by the Greek Dance, Spartan War Song, Japanese Dance and Indian Dance, which symbolized the careful and useful training of the young.

The March of Early Child Industry showed us the Children of the Cotton Mills, the Children of the Mines and the Children of the Stores. The Children of the Cotton Mills were appropriately arrayed with cotton spools, skeins of cotton and other material manufactured in our cotton mills. Those of the mines resembled true little miners. The cash badges, cash books and somber little dresses of the next group showed us the Children of the Stores.

A healthy baby held by a model little mother was the next in the procession. This baby was the Child of Today. Following the Child of Today were many model little mothers, each holding a large doll, representing the model baby.

Next in line were the Relics of Unenlightened Days, such as the banana, soothing syrup, pacifiers and pillows, which all our model mothers reject. The days of enlightenment forbid the use of the above, and these days were symbolized by the bottle drill. The drill told its own story—the use of round baby milk bottles and the use of Straus’ sterilized milk. At the same time it illustrated gymnastic work and our modern method of physical development.

The next group showed us the Necessities for the Baby’s Comfort and Health—the bath, the clean mattress, clean clothing, no pillows.

The Sunflower Dance, which brought the pageant to a close, represented the green fields and fresh air, where every ideal baby spends the hot summer.

These are No. 15’s gala days, but other schools have theirs also.

May Day—which is more than a school affair, a city affair—a large number of our schools enjoy. The dancing classes from many schools meet in one of our large parks. Here they spend a most delightful time going through a program of a great many folk dances. Indeed, it is a wonderful sight to all onlookers to see thousands of chil-

dren from all corners of this big New York dance the same dances together. To see several hundred groups wind the maypole in their dance is a sight hardly to be described.

The boys also have their outside days—days for the armory contest games and races and field day. In these the schools of one or two districts compete. Very often even greater enthusiasm (if such is possible) is shown on these occasions than at the time of their own school grade contests.

What a world of pleasure is given our young boys and girls of today! Let us hope that it is appreciated by all, and that these same children when they become our future citizens will in turn do all in their power to aid and make work a little more bearable for the children of their generation.



P. S. 15—Indians in the Hudson-Fulton Celebration.

## TAKING THE BULL BY THE HORNS

A DISCUSSION OF THE USE OF COSTUMES IN SCHOOL DRAMATICS

By DR. W. E. BOHN

Department of English, Ethical Culture School

(Illustrations by H. A. Wolf.)

[NOTE.—An excellent contrast to the preceding article is formed by the interesting discussion presented below. Miss Bonn’s work, and her conception of the value of festivals, has been fashioned by the limitations of a large public school; Dr. Bohn is able to see this problem of costuming from the freer atmosphere of a modern school and the general philosophical temperament. Each reader will strike the balance between the two articles according to his own environment and outlook.—P. W. D.]

**A**MONG all the problems connected with school dramatic work there is probably none that produces more vexation of spirit than that of costuming. Costumes cost money; they take time and labor; they increase the confusion attendant upon dramatic performances; they open the way to tawdriness and affectation; it is only at the expense of great care that they can be made harmonious and significant; they may lessen the child’s dependence upon his own powers of expression.

The easiest way of dealing with any difficulty is that exemplified by the Red Queen: “Off with his head!” A very simple and very efficacious remedy this for all ills. It is especially beloved of school administrators. School programs are run on schedule. They were carefully designed many years ago to provide for the carrying on of certain kinds of work under definitely fixed conditions. They demand that this or that be done by teacher and pupils in a certain place for certain specified minutes. Throw the carefully-designed machine out of gear ever so slight a hair’s breadth, and its operations go but joltingly for hours thereafter. Now introduce into the carefully-arranged program a play which, perhaps, was not





Figure I a.—The costuming of the figures not only gives a more definite idea of the epoch, but adds to the artistic arrangement in massing, line of composition, and color. Note the repetition of legs, feet, and arms in Figure I b with no sense of massing as compared to Figure I a with the togas.

designed in the first place to fill a period of specified minutes. Add to your play costumes which must be made, rehearsed in, put on and off with infinite possibility of confusion and delay—and what becomes of your program? The Red Queen's suggestion is surely tempting. If we do not hear the dread sentence, "Away with the play!" we may at least be prepared for, "Away with the costumes!"

And yet outside of school walls we are growing more and more suspicious of this attractively simple method of procedure. In our legislatures, in our courts, in our social settlements, far from avoiding trouble, we are going to more and more trouble to bring about results which are considered desirable. The really vital question with regard to any form of activity is not How much energy does it demand? but Is the result worth the expenditure of this energy?

Let us apply this test to the matter of costuming. What is our purpose when we encourage a pupil to act a play or story which he has been studying as a part of his work in English literature? We are trying to develop his art sense and his art power by giving him a share in art production. We are leading him to look at an art work from the point of view of the person who produced it rather than from the point of view of a person who sits down before it and merely tries to understand. We are inducing him to develop all the forces of his personality by enlisting them in an effort of interpretation and re-creation. We are applying to the work in literature the principle of self-activity upon which much that is best in our modern education has been solidly based.

This serious pedagogical purpose at once draws a sharp line between legitimate school dramatics and amateur theatricals. The school-boy acting Julius Caesar is not rivalling Richard Mansfield, or trying to do so. He is living Shakespeare's play, and when he has finished he may know some things about Shakespeare which the most profound student could not gather from all

the libraries which have been written about our sweet bard. His effort is deeply serious, and may be abundantly fruitful. It is as far as possible from the struttings, the rantings and the tawdry superfluity of make-up which mark the amateur performance. I know of few things more repellent than the fresh, young faces of boys and girls peering grotesquely through ridges of grease paint or bushes of egregious whiskers. Surely this overlaying of form and feature cannot add to power of expression. This is not what we want for our boys and girls in school.

But what do we want? We want all the means which are necessary to enable all the pupils in the cast and in the audience to embody the scene presented for every possible sense. The scene should live, and live beautifully, for both eye and ear. In the young actor, moreover, there should be developed the power of expressive and beautiful movement.

Much of this we could have without costume. We could have clear and musical enunciation. We could have rhythmic reading of lines. We could have eloquence of face and gesture. Much of what is intellectually convincing and something of what is emotionally appealing could be embodied. But the sense of form and sense of color would be left unstirred—unless, indeed, they were affected unpleasantly. In the youthful actor himself, moreover, much of the freedom necessary for expressive and beautiful motion might be lacking.

It is a peculiar fact, perhaps due to some lingering impulse of Puritanism still inhering in us, that we habitually insist upon divorcing the arts. To appeal to two senses at once strikes us as overindulgence. The musical critic writes in phrases gratuitously ugly; the lecturer on literature talks through his nose. Just so some among us could be quite happy exhibiting to our boys and girls a good, logical, well-written play, presented without regard for grace of costume in individual figures or color scheme of the cast as a whole. We can



Figure II a suggests the type of character to be acted. The flowing lines of drapery and the color scheme greatly enhance the beauty. On the figure of the smaller child the color scheme repeats itself on the head and shoulders, making it a color unit from the head throughout the dress to the feet. Compare with Figure II b, in which practically all these values are lost.



even endure to have our boys and girls act under these conditions, learning instinctively with every word they say and every movement they make that beauty of form and color have nothing to do with beauty of speech or of plot.

Or, to state the case more superficially, we say to our pupil: "Here are various means through which you can express your sense of this part which you are to play; here is your lively young face, here is your fresh, youthful voice, here are your lithe and agile limbs, and here is a robe through which your whole body can be made to speak the language of him whom you are to represent. Some of these means you may take and use; others you may not." Are we not placing our disciple in the position of a pianist who should play to us with one hand tied behind him? It might be wonderful that he could do so much. But why not let him do more? And would not the unused hand be in imminent danger of paralysis?

And as to the practical difficulties in the way of costuming, some of them can easily be transformed into pedagogical opportunities. Every live teacher is trying constantly so to present what he has to give the child that it will satisfy some natural and normal desire, correspond to some real motive. It is only by doing this that the pupil's whole being can be brought into the spontaneous, whole-hearted sort of activity that makes for growth, for organic acquisition. If the production of suitable scenery, stage properties and costumes for the presentation of a school play be accepted as opportunities for inducing this kind of activity, the giving of a play will serve as more than a diversion, more even that a means of vivifying literature or history.

Suppose, for example, that an art class be set to design a color scheme for the costumes, and that various classes in domestic science have the purchasing and dying of materials or the designing and making of costumes given them as a part of their regular work. The general supervision of all the numberless details connected with the production of the costumes, the care of them before and after the play, etc., can be left in the hands of other pupils. If all this is done, the pupils get not only a practical training in the sort of art work which they will probably have to do after leaving school, but a chance to develop an executive power which may be worth as much in the final reckoning as anything learned from the courses set down in the curriculum. The giving of a play with costumes will take more time and labor than giving one without them, but the time and labor will be expended in such a way as to give a satisfying educational return.

So far as difficulty of making adjustments to program requirements is concerned, this is a matter which requires sense and tact. The chief thing which the person in charge of dramatic activity has to do is to convince those in authority that he is interested in the good of his pupils rather than in the success of his plays. If he cannot eventually succeed in doing this, he had better leave the teaching profession and become a theatrical manager.

## SUMMER COURSES IN FESTIVAL WORK

TWO institutions, the University of Wisconsin and Dartmouth College, have announced courses in festivals for the summer session.

At Madison, Wis., the course will be given jointly by Professor Bassett of the English faculty and the editor of the Department of Festivals in the ATLANTIC EDUCATIONAL JOURNAL. The course is scheduled for a daily period, and for the 30 sessions the following work is announced:

### THE SCHOOL FESTIVAL.

Practical suggestions on the handling of festivals, cele-

brations, entertainments, and general recreative functions, with special reference to the school. The festival and its place in this and other countries. Class discussion on festival material, sources, bibliography, preparation of text, music, dancing, expression, costuming, general management. Methods of teaching and training will be exemplified in the actual preparation and presentation of a festival by school children. Students will be expected to present papers for the class discussion and do laboratory work in the preparation of the children's festival. During the course there will be special lectures by directors of festival work in various parts of the country. Monday, Tuesday, Wednesday, Thursday, Friday, at 8 o'clock.

At Hanover, N. H., a course of nine lectures will be given jointly by Prof. C. E. Farnsworth of Teachers College, Dr. W. E. Bohn and Mr. H. A. Wolf of the Ethical Culture School and Miss Mary Porter Beegle of Teachers College. The following work is announced:

### THE FESTIVAL: ITS PREPARATION AND PRESENTATION.

On five Thursdays and four Tuesdays at 3 P. M.

July 11, Thursday. Introductory Lecture: THE PHILOSOPHY OF THE FESTIVAL.

Professor Farnsworth.

July 16, Tuesday. } THE FESTIVAL STORY: (a) Available  
July 18, Thursday. } Materials. (b) Practical Suggestions on Preparation.

Dr. Bohn.

July 23, Tuesday. THE MUSIC OF THE FESTIVAL.

Professor Farnsworth.

July 25, Thursday. } FESTIVAL DANCING: (a) Types of  
July 30, Tuesday. } Folk Dance. (b) Interpretative and Dramatic Dancing.

Miss Beegle.

August 1, Thursday. } THE FESTIVAL PICTURE: (a) Its  
August 6, Tuesday. } Composition. (b) Its color.

Mr. Wolf.

August 8, Thursday. THE FESTIVAL AND THE SCHOOL.  
An Opportunity in Correlation.

Professor Farnsworth.

August 3, Saturday. Presentation at Camp Hanoum, Thetford, Vt., of the Festival entitled THE PAGEANT OF WOMANHOOD.

Further details regarding either of these courses and other instruction at the respective institutions may be had by applying directly to Prof. S. H. Goodnight, Director of Summer Sessions, University of Wisconsin, Madison, Wis., or Prof. W. V. Bingham, Director of Dartmouth Summer Session, Hanover, N. H.

It is possible that other courses may be announced in the course of the following month, in which case notice will be given in the June JOURNAL.

## INDUSTRIAL EDUCATION IN GERMANY

COUNTRY'S COMMERCIAL SUCCESS IS DUE IN LARGE MEASURE TO EXCELLENT SYSTEM OF INDUSTRIAL TRAINING

By HENRY R. EVANS

U. S. Department of the Interior

THE report of the Wisconsin Commission upon plans for the extension of industrial and agricultural training contains some interesting data regarding the status of industrial education in Germany. The investigations were made by an expert who started out to study the best educational methods to be found which would in any way assist the Commission to better conditions in the State of Wisconsin. He was impressed by the effort made by the Germans to educate the people so that each



man could fit into the great line of economic progress. The heavy investment made in industrial education, the scientific methods introduced, the scholarship expended, impress every earnest student of the subject. Nearly every small village of Germany has at least one industrial school, and frequently in small cities several are found. In one of these schools in Munich the investigator found equipment and workshops in the following work: electric motive power, electric lighting, locksmith and machine forging, book printing and lithographing, cabinet making, stucco work, carving, chain making, metal work, plumbing fittings, tinsmith work, and photography. There are in Munich about sixty continuation classes. Says the report: "Almost without exception there is in Germany a correlation between the industrial conditions in the cities or towns in which these schools exist and the industrial schools. In fact, it is impossible to define exactly a German industrial school. Each city meets the problem differently. Each tries to adapt the teaching to its own needs, and sometimes the curriculum in a school in a certain village is entirely different from that in every other community. The schools are a striking reflex of the industrial conditions of the communities in which they are found. Instead of starting with a few costly trade and technical schools as we have done in America, they have encouraged a gradual growth in the entire field of industrial education, and they have put the emphasis upon the average man of an industry and the teaching of the average workman at the bench or at the machine."

Particular attention is called to the splendid industrial continuation schools of Germany, which have replaced, to a great extent, the apprenticeship system, now worn out because of the growth of the modern factory system and the minute division of labor entailed by this system. Taking the remnants of the apprentice system, which still exists here and there in the Fatherland, the Germans have supplemented it with the continuation school. To quote the report: "The apprentice in the jewelry firm begins work, we will say, at 14 years of age. On Friday or Saturday he has to go to school. In that school he may have one hour of German, one hour of free hand drawing, one hour of plastic design, one hour of commercial geography, and in general everything which will give him a broad view of the other departments of the work in which he is engaged. If he is a merchant's clerk he may be given a course in a mercantile continuation school, which would teach him how to buy and sell, do accounting and to understand the general features of a thorough commercial education. Everything is applied directly to the business in which he finds himself, and which perhaps in his own town or village is a specialty."

It is the trend of all industrial schools to become

theoretical rather than practical. This fact was seen by the Germans after considerable experimenting in this branch of education. To obviate this tendency, they established almost universally local committees of business men, manufacturers and workmen who control these schools, wherever they are. The general history of industrial education in the United States and in Germany exhibits the fact that if these schools are all put on a full time basis, "the boy who works in the factory and earns his living after he is 14 years of age is gradually crowded out, and schools are favored which turn out engineers, professional or cultured men, but which do not meet the needs of the great mass of the people." The conclusion was reached that it is preferable to have the management of the schools in the hands of employers and employees than "to be hampered by the theoretical standpoint which inevitably would result if the teachers or school men had it all in their own hands."

The difficulty of obtaining practical workers who could *teach* practical things was one of the most difficult tasks in the German industrial educational scheme. It has not yet been settled. Special inducements have been held out to competent instructors, and higher wages paid them than for similar grades in the other schools.

One of the particular features of the German scheme of industrial education is the "task system." Says the Wisconsin Commission: "Small classes of from 16 or 20 are usual, and the 'tasks' are assigned for each member in the class. All who are prepared alike begin at the same 'task.' If a boy has but one day in the week in which to do his work he can come in and work at his 'task.' It may be that he has to make a piece of stucco design work. When he has finished that he will go on to the next 'task.' Right beside him in the room are men who are perhaps working every day, learning a trade in the trade school. These men, of course, have many more 'tasks' completed than the part time student, but are under the same teacher. Perhaps some one is working a few hours at night, or some part of the day. One man may be working at 'task' number 3, another at 'task' number 20, another at 'task' number 60, but 16 of these men constitute one class under one teacher. It is a question of individual ability and the amount of tasks completed, rather than a question of a certain amount of time put in to advance a grade. The whole thing adds to the simplicity and economy of management."

The success of Germany in manufacturing and obtaining markets for her goods is due largely to her remarkable system of industrial training. As the report specifies it, the whole German secret is "brains, trained intelligence." As Mr. Vanderlip says: "The school system of Germany bears a relation to the economic situation that is not met with in any other country."

## A SPELLING LESSON

A PLAN WHICH AIMS TO TRAIN THE CHILD IN THE HABITS OF STUDY

By ROSALIE OGLE

Critic Teacher, Baltimore City Training School

OUR purpose, as educators, should be to train the child in habits of study. To this end we should introduce him to three avenues of brain approach—visual, auditory and muscular—in such manner that in time he will unconsciously select that approach which in his case conserves time and energy.

With the above purpose in mind, the following plan was worked out as one of many ways to teach a child how to study a spelling lesson.

Care should be taken in selecting the words. The teacher should bear in mind two things first, familiarity—the word should be within the child's experience; and,

second, motivation—the child should see an immediate use for the word:

I. Assignment (not more than five words):

- a. Teacher writes word on board; notes difficulties.
  - b. Teacher pronounces the word.
  - c. Children spell softly, pausing between syllables.
  - d. Word is erased; children write it on paper.
- Note: This process is repeated until all words are given.



- e. Summary: (Papers are turned with assignment down.) Word given from memory by child, and spelled orally as it is recorded on the board by the teacher or another pupil.
- f. Corrections. Children, with the teacher's assistance, correct any misspelled words.

## II. Study Period:

- a. Attentive repetition of the correct form of the word by the child who has misspelled it.
- b. Children flash words independently.

Note: This independent flashing is done as follows: The child looks at a word on his paper, covers it and then writes it from memory. The teacher must be sure the child's paper shows the correct spelling of the word before this step is taken.

The teacher must be sure the child's paper shows the correct spelling of the word before this step is taken.

- c. Corrections and oral spelling.

Note: While corrections are being made teacher has children spell orally.

## III. Test:

- a. Words written from dictation.
- b. Corrections.

Note: The above steps can be accomplished in a 15-minute period.

## IV. Weekly Summary:

- a. Review of words.
1. Oral dictation—difficulties noted.
  2. Written dictation.
  3. Selected words used in sentences.

- V. The paper used for this weekly review is kept for the month's work, and shows the four weekly summaries. Words which prove to be class difficulties may appear more than once on this sheet, and, indeed, may pass into the next month's work.

Late publications by Drs. Sizzalo and Pearson of Columbia University and Dr. Wallin of Pittsburgh University are rich in suggestions on increasing spelling efficiency. It seems a possibility that a vocabulary for elementary schools might be so apportioned among the grades that each grade be held responsible for the automatic spelling of certain words, as it is now held for certain number of facts.

Is there not opportunity for effective work along this line by any community of teachers?

# GAMES WE PLAY



By

MARY H. TAYLOR

Pimlico School  
Baltimore County

"PLAY is not trivial; it is highly serious and of deep significance. Cultivate and foster it, O mother; protect and guide it, O father! To the calm, keen vision of one who truly knows human nature the spontaneous play of the child discloses the future inner life of the man."—Froebel.

"We are indebted to Froebel for revealing to the world the educational truth that play is a potent factor in stimulating a healthful physical and intellectual growth. If he had done no more for education than to have taught us to utilize the play activity in a systematic manner in the education of the young, and to recognize that no one factor in the life of the child is so conducive to healthy development as this play activity, he would have been a great educator. He saw the interrelation between the body and the mind so clearly that he believed the brain was largely dependent on the action of the body for its growth—a theory which all physiological psychology has proven to be correct."

**Kull Danzen\***

Allegro Swedish

So bow we here and bow we there to bring our friends kind  
greeting And how-dye do this day co-gair that brings to us this happy meeting  
Tra-la-la-la-la-la-la-la-la-la-la-la-la-la-la-la

The above words have been adopted to this Swedish

\*From Popular Folk Games and Dances, by permission of the publishers, A. Flanagan Company, Chicago.

song dance as expressive of the social spirit of the original.

I. Children take partners, facing each other in a single circle. Position: all advance left foot, place hands on hips. To music all bow first to one directly behind, by looking over right shoulder, pivoting on balls of feet—in this way turning easily. Bow low in hip as the turn is made, then pivot back and bow to partner.

II. At the chorus partners join right hands raised high, coquetting under them; dance balance step from foot to foot. At beginning of next to the last measure all clasp hands, turn partner half-way around, finish turn alone, and bow to new partner facing you.

All confusion is avoided if each one advances in the direction already facing.

## THREE DEEP.

One player is chosen to be "it" and a second player to run. The other players arrange themselves in two circles, one within the other, with the players not less than six feet apart, and with each one in the outer circle exactly behind one in the inner circle. The player who has been chosen as runner then runs and is pursued by the one who is "it." The runner may place himself in front of any two players, thus making a file of three. He is then safe, but the outer one of the three may be tagged, and to save himself he must run to a place in front of another file. If a runner is tagged, he becomes "it," and the former "it" becomes the runner.

The game may be varied by having the two circles face each other, leaving a space between for the runner. When this is done, the runner places himself between the players, and the one toward whom his back is turned is the one who may be tagged.

MAY, 1912

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ISOBEL DAVIDSON  
Supervisor of Primary In-  
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JAMES Y. JOYNER  
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At about the same time that this issue reaches our readers, THE ATLANTIC EDUCATIONAL JOURNAL will open its new home at 19 W. Saratoga street.

**NEW HOME OF THE ATLANTIC.** In many respects this location is ideal. It is within a few steps of the retail district, but those few steps take it out

of the bustle of commercial life and place it on one of the few remaining quaint, old-fashioned downtown residential thoroughfares for which Baltimore is famed. It would be difficult to find a more picturesque city block than Saratoga street between Charles and Liberty, with old St. Paul's at the one end and the parsonage on the hill at the other; with the progressive Baltimore Business College keeping company with St. Paul's, and the famous Hotel Rennert associated at the other corner with the parsonage. Here THE ATLANTIC hopes to live and grow and prosper for many years to come. Plans are now under way that, with the beginning of another school year, will enable it to offer teachers of Baltimore and educators visiting the city other inducements to come to the new home besides the business of presenting or renewing subscriptions, of requesting changes in addresses and paying bills. Plans are also

under way to make THE ATLANTIC more punctual in its appearance in the year that begins with the September issue.

\* \* \*

Since the earliest days of civilization, parents have been perplexed with the problem of instructing their children in the matter of sex physiology.

**SEX HYGIENE IN THE SCHOOLS.** Prudery has characterized a large element of the English-speaking parents, and in many instances girls and

boys have been permitted to grow to manhood and womanhood in amazing ignorance of the most elemental phases of the subject. Another element of parents has sought to impart to their children, both by direct and indirect instruction, such distorted and even untruthful information on sex subjects as was predestined to prove no more beneficial to the child than total ignorance. In between these two extremes may be found a wide range of varying attitudes toward the problem, but apparently the ideal attitude has been discovered by but very few parents. Truth is, that the problem of the extent to which a child should be taught sex physiology and the proper method for such instruction is still a great and unsolved problem. It is one which, at the present time, is engaging much attention from the educational workers. In teachers' meetings, in educational journals and in textbooks the subject of sex hygiene looms up big. But it will be well for educators to go cautiously in delegating to the teacher the task of imparting to the child such information on this subject as it may be supposed the child should get. In several instances opposition has asserted itself to the teaching of sex hygiene in the classroom, and the responding attitude of a large part of the teaching profession has been to regard this opposition as an indication of unmistakable retrogression. It should be borne in mind, however, that the introduction of sex hygiene into the public school curriculum is a revolutionary movement, and no revolutionary movement should be started recklessly. If it is the proper thing for the child to learn from his teacher all that he should know upon this subject, then experiments in teaching sex hygiene to limited classes will prove it. At the same time, it is due those who oppose the introduction of sex hygiene in the public schools that every consideration should be given their opposition until those who advocate the new order of things can prove their case. In the meantime, it will



be well to go slow. A miss-step due to overenthusiasm will go further toward defeating the present move for a saner attitude toward this subject than the opposition of all the conservatives who may be termed retrogressive.

\* \* \*

Considerable significance attaches itself to the returns of an election held in Milwaukee on April 2, when an appropriation of \$88,000

**PUBLIC APPROVAL OF THE SOCIAL CENTER MOVEMENT.** was approved for school center development in the Wisconsin city. It

means a hearty endorsement by the people of recent efforts to expand the social influence of the schoolhouse, and this endorsement by the people of Milwaukee should encourage the advocates of social center work elsewhere. In a little more than the year that Milwaukee has been developing the idea of a larger utilization of school property, more than a dozen schoolhouses have come to be used as the meeting-places of neighborhood clubs, and in addition several school buildings have been equipped and opened for other social and recreational activities. But the rapid growth of this work laid bare the fact that, while money was required to carry it on, no funds had been provided for that purpose. It was a question whether funds for continuing and expanding the work should become available, or if there would have to be discontinuation of the enterprise by reason of lack of financial support. In accordance with the Wisconsin law, the school board submitted the question of a special tax levy for this purpose to popular referendum, and, despite a rather active opposition, the people approved the proposed special levy. Here is an indication that the modern movement toward a larger employment of school property with a view especially to benefiting the adult population meets with the approval of the people. With the people back of the movement, even to the extent of levying taxes on themselves for its support, the future of the social center movement in the public school system seems very bright.

\* \* \*

In coming to an understanding of our educational needs and the best way to meet them, much waste is saved by acquaintance with previous experience

**A MUSEUM OF TEXTBOOKS.** in similar undertakings. The textbook has had a more important part in education in America than in almost any other

country. Yet one is seldom able to have access to a well-selected museum of old and new textbooks in which students of education may get a comparative view of the efforts in various decades to provide food for study and thought. In the Baltimore City Training School a beginning has recently been made in the gathering of material for this purpose by bringing together over a thousand old books. Rummaging in attics and old libraries will soon increase the number. In time such a collection can be organized so as to be very serviceable.

\* \* \*

Rumors are abroad that an effort will be made at the forthcoming meeting of the National Education Association in Chicago to effect

**THE ELEMENTARY TEACHER AND THE N. E. A. MEETING.** an exclusive organization of elementary teachers, in order that they

may carry through any program or measure on which they may unite. The impression conveyed is that all but elementary teachers will be excluded from the conference of this body. It is to be hoped that the rumor is untrue, or that, if it be true, a majority of the elementary teachers who may be asked to join in the formation of this division will decline. In a general body, any move toward organizing one group or class to work for a selfish purpose against the interests possibly of all other members is sure to read disaster. The National Education Association has its own peculiar mission to perform. Its strength as an organization lies largely in the diversity of the interests of its various groups. And the greatest profit which comes from its meetings is largely the result of this intimate mingling of people engaged in so many and so greatly varied lines of educational work. This teaches tolerance; it broadens the educational views of all its members, no matter what their specialty, or if they lack entirely a special line of activity. No one who has the fullest possible success of the Association at heart would wish for any developments that are apt to lead to a tightening of the dividing lines between the various groups; therefore, it is safe to assume that those who may be back of this rumored move have not the future success of the National Education Association in mind, but are probably actuated by some ulterior selfish motive. If a group of teachers is in the majority, then why should that group seek to exclude others from joining it in any conference or discussion which might have the slightest appeal to the others?

The majority may be wrong in some of its opinions; the minority may be misinformed on certain points, and any conference where free speech is not prohibited is apt to lead to the correction of at least a few wrong conceptions held by some element of the attendants.

\* \* \*

"Progressiveness" is a term frequently used today by a host of radical reformers, it being intended to cover a multitude of sins for which they stand sponsors. These reformers are also quick to charge all who oppose them in their mad flight away from tradition and common sense with being retrogressive. There is, for instance, the spelling reform propaganda. At heart, all sensible Americans are spelling reformers. There is, perhaps, scarcely a person—outside the company of "Old Subscriber," "Constant Reader" and a few other old-fashioned gentlemen who devote themselves to a literary life as found in the writing of open letters to the press—who do not prefer the use of "program" to "programme" and similar simplifications. But there are a great many very sensible people who do not like "open" for "opened," and who will not like it even after they get within the shadows of the millennium. But whenever a really progressive educator has the courage to exercise such discrimination he is subjected to abuse from the self-appointed leaders of spelling reform. The fault of the whole matter seems to lie in the fact that recognition has been accorded in too many cases to the paid officials of private and semi-public bodies which were created for reform agitation. When a more or less unsuccessful professional man is placed in charge of the campaign of some such organization he very naturally feels it incumbent upon himself to be a chronic reformer in order that he may hold his office. Such professional reformers (who invariably are most unprofessional) would not for the world see all their reforms accomplished in a day, for then their usefulness and their pay would cease. They are in some respects a public nuisance, for they really do more to hinder sensible reform, through causing dissension in their own family and also between themselves and the public generally, than they do to help it; and the educational bodies will accomplish a great good when they succeed in throwing off the influence of these salaried agitators.

Much consideration is being given at this time to the special needs of the special child. The means of affording greater freedom to the supernormal child in order that he may progress through the grades as rapidly as his mental and physical resources may warrant; the safest methods of helping the backward and mentally defective child to a secure position in the social world, where he will not prove a burden to the state nor a prey to the unscrupulous; and the possibility of relieving the average teacher of the worry of having in her classes special children who require special attention, are all coming in for liberal attention by the educational leaders. This work is still practically in its infancy. In only a few cities have anything like adequate measures been adopted for the segregation of the unusual school children found at one or the other of the two extremes which reach out from the average or normal child. But it is an exceedingly healthy infancy which the movement presents. Wherever the work of separating the mental defectives and dull children or the exceptionally bright ones has been undertaken, much interest has been aroused in the task throughout the entire teaching force. There is, of course, a great need for teachers trained to handle special students, and an equally great need for testing out the unusual children to determine what provision may be made for the various divisions of the deviate classes. This work of training is, however, moving at an encouraging pace, and during the summer of 1912 many public school teachers will take the courses in classifying and handling mental defectives offered by the summer sessions conducted in connection with our universities and colleges. The beginning of the scholastic year of 1912-13 should be marked with a decided advance in the matter of the public school systems handling the special child. Then, too, it is safe to predict that this new work will, as a rule, be undertaken in a way that should bring successful results. Wherever the work of handling the special child has been taken up by the teaching forces of the public school, there has been a happy absence of anything approaching faddishness. The teachers of both ungraded classes and those having charge of grades who have become interested in the problem of the special child have, as a rule, gone into this new field with a show of earnestness and caution which promises well for their efforts when they become better acquainted with the requirements of handling the special child.



# PRACTICAL EXERCISE FOR PHYSICAL CULTURE CLASS

By W. W. McLEOD

Maryland State Normal School, Baltimore

IN this lesson the so-called "Day's Order" may be carried out, and under new names the old exercises can be done. The situation is imaginative, and a suggestion of spring, trees and flowers adds interest to the order of the exercises as well as to the movements.

The children are formed in a line. The first child calls herself *oak*; the second, *pine*; the third, *willow*, and the fourth, *cedar*. Then the tree names are repeated, so that the fifth is *oak*; the sixth, *pine*; the seventh, *willow*; the eighth, *cedar*, and so on down the entire line.

All the "oaks" advance eight steps;  
the "pines" advance four steps;  
the "willows" remain where they are, and  
the "cedars" step backward four steps.

All the small children are put at the head of line and the larger ones placed according to size, so that the tallest pupil is at the foot of the line. After the four lines have been formed, the command is given: "right face!" and as a result all the smaller children are in front and the larger ones at the back of the class. They are now ready to begin the exercise. All repeat the words with the teacher, suiting the actions to the words. Each line may be said twice, if desired, in order to make the exercise longer.

T. means trunk or body; A., arms; H., head; L., left; R., right.

The flowers <i>Hips firm.</i>	are sleep- <i>left foot forward place—replace.</i>	ing here <i>right ft. forward place—replace.</i>	and there; <i>l. ft. forward place—replace.</i>
Clouds will <i>Neck firm.</i>	soon come <i>T. forward bend.</i>	and rain <i>T. backward bend.</i>	will fall, <i>T. forward bend and position.</i>
And flowers <i>A. forward bend.</i>	will grow, <i>Both A. sideways fling—bend.</i>	some there, <i>l. A. sideways fling and bend.</i>	some here, <i>r. A. sideways fling—bend.</i>
But now <i>Kneel on l. knee.</i>	they're small, <i>Both A. extended in front—palms down.</i>	so sweet <i>Drop A. to sides.</i>	and small. <i>A. ext.—drop.</i>
They lift <i>Stand. A. upward bend—upward stretch.</i>	their heads <i>downward bend—downward stretch.</i>	all white <i>upward bend—upward stretch.</i>	and gold— <i>downward bend—downward stretch.</i>
You'd nev- <i>Neck firm.</i>	er think <i>T. backward bend—upward stretch.</i>	they slumb- <i>T. forward bend—upward stretch.</i>	ered there <i>T. backward bend—stretch—position.</i>
Beneath <i>Stand—position.</i>	the sod, <i>position.</i>	asleep, <i>whisper.</i>	we're told. <i>position.</i>

The breeze <i>A. extended at sides, palms down.</i>	will bend <i>T. to l. bend.</i>	them to <i>T. to r. bend.</i>	and fro, <i>T. to l. bend—position.</i>
And as <i>Hips firm. Place ft. apart with a jump.</i>	they dance <i>ft. together.</i>	so bright <i>ft. apart.</i>	and fair, <i>together.</i>
We pause <i>l. ft. back—knees bend—stretch.</i>	a mo- <i>r. ft. back. k. bend—stretch.</i>	ment ere <i>l. ft. back—knees bend—stretch.</i>	we go <i>r. ft. back. k. bend—stretch—position.</i>
And breathe <i>A. at side. Lift, palms down.</i>	in deep <i>A. down. Breathe out.</i>	the fra- <i>A. left. Breathe in.</i>	grant air. <i>A. down. Breathe out.</i>
Now back <i>Oak and pine l. about face.</i>	across <i>Stand.</i>	the mead- <i>Mark time.</i>	ow grass <i>Start back to places.</i>
Step soft, <i>Step, step,</i>	step soft, <i>back</i>	step soft <i>to place in line,</i>	for fear <i>all face front.</i>
The sound <i>All are now</i>	of foot- <i>in line</i>	steps as <i>and say</i>	we pass <i>very softly,</i>
May wake <i>Lean slightly forward,</i>	the flow- <i>extend hand as if to</i>	ers sleep- <i>quiet all.</i>	ing here.

The class is now in line for dismissal.



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# MAY POEM PAGE

Selected by MARTHA S. POPE, Friends' School, Baltimore

## THE LESSON

A robin swung in the branches  
Of the blossoming apple tree,  
While I wept like rain for a bauble vain  
And what could never be.  
This is what he told me,  
At least, so I believe—  
"Better sing today if the skies are gray,  
You have time and to spare to grieve."

When next he swung in the branches  
Of the blossoming apple tree,  
I matched his note from my own glad throat  
As true as true could be.  
This is what I told him,  
"Your message I believe,  
And I'll sing today if my skies are gray,  
I have time and to spare to grieve."  
—Ruth Sterry.

Awake, O North Wind, and come thou South!  
Blow upon my garden that the spices may flow out.  
—Song of Solomon.

And after April, when May follows,  
And the white-throat builds, and all the swallows!  
Hark, where my blossomed pear-tree in the hedge  
Leans to the field and scatters on the clover  
Blossoms and dewdrops—at the bent spray's edge—  
That's the wise thrush; he sings each song twice over,  
Lest you should think he never could recapture  
The first fine careless rapture!  
And, though the fields look rough with hoary dew,  
All will be gay when noontide wakes anew  
The buttercups, the little children's dower.  
—Robert Browning, in *Home Thoughts from Abroad*

## THE LARK

He rose, and singing, passed from sight:  
A shadow kindling with the sun,  
His joy ecstatic flamed, till light  
And heavenly song were one.  
—John B. Tabb.

## APPLE BLOSSOM WEATHER

It is apple blossom weather,  
Just the fragrant, vagrant kind,  
Petals like a ring dove's feather  
Drifting down the wind,  
Sunny, sunny, oh, how sunny!  
(Set the golden cup to lip)  
Honey bees are hoarding honey,  
You can almost hear it drip.

It is apple blossom weather  
(Boles a-thrill from tip to root),  
With no thralling gyve or tether  
For the gypsy foot!  
Thrushes tuning, finches twitting,  
Bluebirds breathing liquid vows,  
And the oriole a-flitting  
Like a flame amid the boughs.

It is apple blossom weather,  
Let us share it, you and I,  
Faring forth afar together  
Underneath the sky!  
Sloughing every winter burden  
("Joy," the winds and waters sing)  
Garnering—O precious guerdon!  
All the glamour of the spring.  
—Clinton Scollard.

And then my heart with pleasure fills,  
And dances with the daffodils.  
—William Wordsworth, in *The Daffodils*.

## MAY DAY CAROL

A branch of May we have brought you,  
And at your door it stands;  
It is but a sprout, but it's budded out  
By the work of our Lord's hands.  
—Selected.

Sweet Spring, full of sweet days and roses,  
A box where sweets compacted lie.  
—George Herbert.

A May day  
Is a pay-day,  
For all the world may owe you.  
Shout! or the paymaster may not know you.  
The rain  
Is gone, but its blessings still remain;  
The sun  
Pours out its golden heart for everyone;  
The breeze  
Blows warm, blows cool, doing its best to please;  
Every grass patch is a lyric,  
Every robin's note a panegyric;  
The sky's a rarer blue than rarest delft,  
The clouds are stowed away on heaven's highest shelf.  
Really, I hardly think that I could make a better day  
myself.  
—Edmund Vance Cooke, in *A Spring Poem*.

I think the pale blue clouds of May  
Drop down and turn to flowers.  
—Thomas Bailey Aldrich.



# QUESTIONS OF CURRENT USAGE IN ENGLISH

## PART III: CASE IN ENGLISH GRAMMAR

By W. H. WILCOX

Head of Department of English, Maryland State Normal School, Baltimore

THIS article has little to report in regard to current use. Case has so little to do with the English language that there is almost nothing doubtful in usage depending on it. Case is so largely a matter of "school" grammar that it can hardly be considered except as a topic found in all our school textbooks on grammar. The aim of this article, therefore, is to raise the question of the significance of case, and the further question of whether the topic cannot be profitably eliminated from the school work in English grammar.

What is the real significance of case in the English language? It has occupied a very prominent place in the teaching of grammar; pupils have learned numerous rules in regard to it; they have passed nouns in season and out, always ending with a statement of the case and the rule of syntax governing the case. Nevertheless, the fact remains that grammarians are unable to define case with reference to the English language. Two attempts at defining have been made, one defining case as form, the other as relationship.

If case is to be defined as form, it is evident at once that, so far as nouns are concerned, there are only two cases. The nominative and the objective cases have the same form, while the possessive is the only inflected form of the English noun that shows relationship. Of course, case makes a better showing when considered with reference to the pronouns. The personal pronoun in the first and the third person has three case forms, though the second has only two. "Who" also has the three forms.

These few exceptions found among the pronouns seem to be the only real defense of even three cases in English grammar if case is to be defined as form. Furthermore, there is some evidence that even here inflection is losing its original significance. The nominative form after forms of "be," though required by the rules of syntax, is losing its place in oral language. Colloquial use is, "It is me," "It is them," etc., except among the select few. This use is finding recognition, also, among those who are recognized as speaking with more or less authority on usage of the English language. Murray's English Dictionary says the nominative form, as attribute complement, is "more grammatical." Dr. Knapp in "Modern English" says: "Another instance in which order of words has been influential in determining the form of a case is the construction 'It is me.' This usage may be said to have fairly won its way at last into good colloquial speech. 'It is I' has become to be regarded as too correct—that is, as somewhat pedantic and affected."

Oral use is much the same with regard to certain use of who and whom. In such use as "I know 'who' you want," "whom" is required by the rules of syntax, but "who" represents popular usage. As the correct form of the word in such sentences as "I know whom you want" and "I know who you are" requires thought on the form of expression, the language at once becomes *conscious*

and formal. Language that cannot become habitual and unconscious cannot persist in common oral use. It is evident, therefore, that case as "form" in grammar has little significance, and that this little is constantly diminishing.

Is case, then, to be defined as relationship? A noun may sustain any one of at least three relationships in a sentence and still be in the nominative case. It may be subject, attribute complement or in apposition with either of these. In addition, there are three independent uses of the noun in which the noun is said to be in the nominative case, and in these uses the noun has no relationship grammatically. There are at least eight different relationships of the noun in which the noun is said to be in the objective case. They are: Object of verb, object of preposition, objective complement (factive object), indirect object, objective adverbial, subject of an infinitive, attribute complement of a verbal with a subject in the objective case, and in apposition with any of these. It is evident, then, that case cannot be defined as relation. If the grammarians themselves cannot define case, is it any wonder that the subject is confusing to pupils?

Case seems to be another relic of the Latin tradition. In keeping it in English grammar the real significance of case seems to be lost sight of. Inflection is one of the ways in which the relationship of words in the sentence is made known to the hearer or reader. Relationship is shown by position of the words, by the context, by connectives, by punctuation and by inflection. It is said that in the Chinese language relationship is shown almost entirely by position. In synthetic languages like the Greek and the Latin, inflection is the chief means of indicating sentence structure. In the English language structure is indicated by all these means, but largely by position, though someone has said that the genius of the English language lies in its connectives.

Inflection is of comparatively small importance as a means of showing relationship in modern English. Nevertheless, what inflection does remain has only one purpose, and that is to reveal relationship. The actual absurdity of the situation lies in the fact that in most instances the relationship has to be determined before the case is known. An enthusiastic salesman once came to a teacher of astronomy with an elaborate piece of apparatus for teaching the movements of the heavenly bodies. "That is all very fine," said the teacher, "but to understand your machine a very thorough knowledge of the solar system would be required." So it is, in order to know the case of the noun which is to make known the relationship, we must first determine the relationship.

There seems to be only one defense of the retention of the subject of case in our textbooks on English grammar. That is that such study prepares the pupil for the study of other languages. There is truth in this contention, though both mode and tense as taught in English gram-

mar are very different from those subjects as presented in the Latin grammar. Granting the full force of this contention, it does not justify the requirement of this work from the vast majority who will not study any foreign language. An adequate knowledge of those fundamental principles underlying the structure of the English sentence, now almost completely ignored for the study of the minor principle of inflection, would be of much more value to our pupils than this exaggerated and distorted conception of case which comes from trying to foist the principle of synthetic structure on the English analytic sentence.

## PUBLIC SCHOOL PENMANSHIP

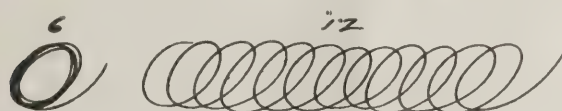
FOURTH PAPER IN A SERIES OF ARTICLES  
UPON THE TEACHING OF WRITING  
IN ELEMENTARY AND SECONDARY SCHOOLS

By J. ALBERT KIRBY

Teacher of Penmanship, Brooklyn (N. Y.) Training School  
for Teachers

### ADVANCE WRITING

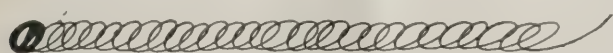
WE begin this month's lesson with the *direct oval*. It is composed of a series of ellipses made on the *main slant*, and may be "retraced" or extended as shown below:



This "oval" is found in but four letters, *o*, *c*, *O* and *D*; but this series of lessons is the first published attempt to relegate it to its proper position of relatively minor importance in a scheme of instruction designed to develop knowledge, power and skill in penmanship. And, contrary to all precedent, we begin with small "ovals," holding that larger ones develop too much momentum, thus leading to the scrawling style so common to those systems of writing instruction based upon the large "oval drill."

This is a radical departure from the beaten paths, but our experience with hundreds of pupils in classes here, where our work of breaking up old habits, instituting new ones and making them stable must be accomplished in an average of less than 30 lessons of 45 minutes each, has shown us the futility of an inordinate use of the "direct oval" as a basic exercise.

Going back to our first lesson, let us repeat the *straight line* exercise to a count of one to six, following it with six ovals retraced around it at the same height, and moving skilfully on from these into a number of *extended* or *traveling* ovals, counting "one" for each oval as shown below, making the entire exercise nicely fill one column, or one-third of our writing line, ruled as heretofore:



About six seconds are required for this exercise. Carefully observe every requirement of healthful, efficient position, with every muscle relaxed.

Place your pen to the paper, and by experiment determine how slight a motion of its point is sufficient to make

It seems to be time seriously to consider whether the subject of case should not be omitted at least from all textbooks designed for use in the elementary grades. The few inflected forms of pronouns and the possessive form of the noun can be taught as forms, and all the meaningless work on case can thus be avoided and the energy of the pupils turned into more profitable channels. It is worthy of careful consideration whether these topics should not be eliminated, at least in the work of the elementary grades. The few inflected forms can easily be taught as forms without attempting to generalize and pretend that all nouns are inflected for three or more cases.



CORRECT WRITING POSTURE.

a line one-fourth a space high (about one-sixteenth of an inch).

Now, reason from the pen back through the hand and forearm to the large muscles of the upper arm and shoulder—how little effort is required to produce so slight a movement!

Keep this in mind while practicing this new exercise; use just as little energy as possible—just "let your hand go."

If the hand makes the correct movement, the pen traveling with it must record the same.

Our first application of the "oval" is to the development of *o*:



In this the count is "one; one, two, three."

Try for a free yet precise machine-like motion.

Following this we have another step in the further development of *o*:

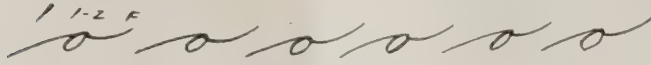


For this we count "one; one, two, three; finish."

In all our counting, as here set forth, the semicolon marks a slight pause, which must be religiously observed, as it gives time for the mental and muscular readjustments that are always necessary to a change in the nature or the direction of a given motion.



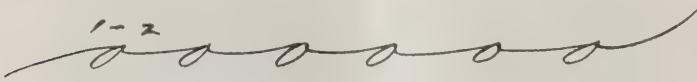
The next exercise brings us logically to the *o* itself, which we shall make to a count of "one; one, two; finish."



Let the mind and eye constantly precede the hand; plan every coming stroke and be prepared to execute it. Look ahead!

Carefully close the *o* at the top, and let the finishing stroke just nicely balance the initial one.

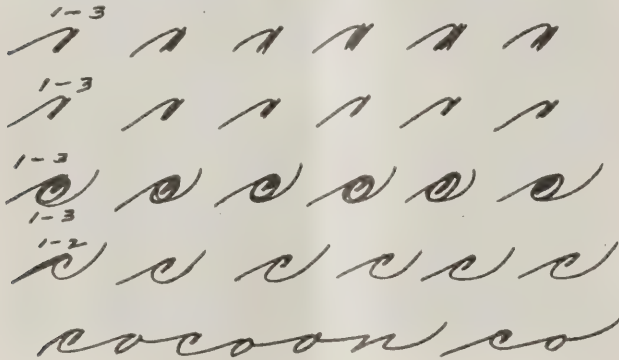
In the next exercise we join six *o*'s to a quick and quicker rythmical count of "one, two" for each:



Let us now practice the word *moon*, spacing between letters to fill a column as here shown:



A further application of the small oval is made in developing small *c* as below:



The first part of *c* is identical with the first part of *n*; the second is like a part of *o*.

For our exercise we combine these parts; retracing for emphasis.

By elimination we reach the finished letter, then applying it in words.

Study the form, learn the count, and steadily follow the marked rhythm as indicated.

Speed in execution will neutralize these seemingly incongruous elements.

## PRIMARY WRITING

*Lesson VIII.*  
Oh, here is Dan.  
Dan has a bat.  
It is a big bat.

IN this lesson we take up *O*, *D*, *b* and *g*. Teach correct position at the board; be insistent in this. Begin with an interpretation of the form of *O*, then drill with increasing speed in its facile formation.

Observe and illustrate the slight addition necessary to change *O* to *D*.

Call *O* a merry-go-round; go round and round it merrily in a retraced oval exercise to a count of six.

Remind the class of their having seen the ticket col-

lector swing on and off a merry-go-round with the machine still in motion.

In making *D*, start on the *O* merry-go-round, saying, "One, two, three, swing; one, two, three, finish."

Suiting the action to the word, "swing" the chalk from the *O* into the "toe" of the *D*, and back to the *O* again without stopping.

Make both "heel and toe" touch the writing line. Finish *O* and *D* just alike.



Small "b" consists of the "l" loop plus its characteristic retraced right curve.

Small "g" is made up of "a" plus an added loop.

*Lesson VIII.*  
Ora has a ball.  
He can kick the ball.  
Dora can run and kick

Here we have small "k." It is a modification of "h."

*Lesson IX.*  
Allen has a flag.  
He can wave it.  
It is a big flag.  
I have a big flag, too.

This lesson begins with *A*, and includes "w" and "v." Notice that *A* is flat on one side. Children may be taught to see a mouse in it.



Call it a trap. If it be left open, the mouse will escape. Small "w" and "v" end just as "b" does, but "w" begins like "i," "v" like "n."

*Lesson X.*  
Clara is ill.  
She will lie still.  
Can she see the flag?

Begin *C* like *A*, and swing round in parallel curves. *S* begins with a long right curve and ends with a short horizontal curve.

Join these letters to the following one.

Work first for form, then gradually increase the speed of execution until three or four sentences may be well written in one minute.

For your encouragement two reproductions are given below.

They show the work of 1 B girls now in the eighth month of school, and were written just as shown here in about two minutes.

You can secure such results by attentively following these lessons in your 1 A classes.







# Spring Blackboard Studies by Rose I. Conway

- (1) The old country gate. (2) A scene recalling Brvant's "When beechen buds begin to swell And woods the blue-bird's warble know." (3) An afternoon in the dairy field.



# STORY TELLING

LIST OF BOOKS FOR STORY TELLERS\*

By MABEL C. BRAGG

New York City

*Myths and Mythmakers*, John Fiske. Houghton, Mifflin & Co.

*Stories and Story Telling*, Edward Porter St. John. Eaton & Mains, New York.

1. *How to Tell Stories to Children*, Sara Cone Bryant. Houghton, Mifflin & Co.

2. *Stories to Tell to Children*, Sara Cone Bryant. Houghton, Mifflin & Co.

3. *Story Telling—What to Tell and How to Tell It*, Edna Lyman. A. C. McClurg & Co., Chicago.

4. *English Fairy Tales*, Jacobs. G. P. Putnam's Sons, New York.

5. *The Oak Tree Fairy Book*, Johnson. Little, Brown & Co.

6. *Mother Stories*, Maud Lindsay. Milton Bradley.

7. *The Pig Brother*, Laura E. Richards. Little, Brown & Co.

8. *The Golden Windows*, Laura E. Richards. Little, Brown & Co.

9. *The Story Hour*, Kate Douglas Wiggin. Houghton, Mifflin & Co.

10. *In the Child's World*, Emilie Poulsson. Milton Bradley.

11. *Nature Myths*, Cooke. A. Flanagan, Chicago.

12. *Fables and Folk-lore*, Scudder. Houghton, Mifflin & Co.

13. *Book of Legends*, Scudder. Houghton, Mifflin & Co.

14. *Fifty Famous Stories*, Baldwin. American Book Co.

15. *Old Greek Folk Stories*, Peabody. Houghton, Mifflin & Co.

16. *Greek Heroes*, Kingsley.

17. *Knights of the Round Table*, Frost. Scribner's.

18. *Court of King Arthur*, Frost. Scribner's.

19. *Story-Tell Lib*, Slosson. Scribner's.

20. *The Children's Hour*. Set of books, published by Houghton, Mifflin & Co.

21. *Children's Library of the World's Best Literature*. A set published by Hall & Locke.

22. *Popular Tales from the Norse*, Dasent. Putnam.

23. *Fairy Tales*, Grimm. Translated by Mrs. Lucas Lippincott.

24. *Fairy Tales*, Andersen. Translated by Mrs. Lucas Lippincott.

25. *Book of Famous Legends*, Cromelin. Century.

26. *Green Fairy Book*, Lang. Longmans.

27. *Just So Stories*, Kipling. Century.

28. *The Jungle Book*, Kipling. Century.

29. *Rebecca Mary*, Donnell. Harper's.

30. *With Spurs of Gold*, Greene and Kirk. Little, Brown & Co.

31. *Story of Rustum*, Renninger. Scribner's.

32. *Wonder Book*, Hawthorne. Houghton, Mifflin & Co.

33. *Tanglewood Tales*, Hawthorne. Houghton, Mifflin & Co.

34. *Some Great Stories and How to Tell Them*, Wyche. Newson & Co.

## SOME STORIES TO TELL.

(Numbers refer to the book in above list in which the story may be found.)

Johnny Cake, 4.

Little Half Chick, 26, 1.

Gingerbread Man, 1.

Little Black Sambo. (A book by itself.)

Fleet Wing and Sweet Voice, 6.

Little Gray Pony, 6.

The Closing Door, 6.

The Three Bears, 1.

The Three Little Pigs, 1.

The Golden Windows, 8.

The Stars, 8.

The Pig Brother, 2, 8.

Why the Sea Is Salt, 22.

The Judgment of Midas (Pan and Apollo), 15.

Androcles and the Lion, 14.

The Fire Bringer, 1.

The Legend of the Trailing Arbutus, 10.

The Butterfly that Stamped, 27.

The Cat that Walked by Himself, 27.

The Miracle of Purun Bhagat, 28.

The Happy Prince. (A book by itself.) Published by Thomas Mosher, Portland, Maine.

The Shut-up Posy, 19.

The Cat and the Parrot, 1.

The Hardy Tin Soldier, 24.

The Monk and the Bird's Song, 25, 3.

Where Love Is There God Is Also, 3.

Old Pipes and the Dryad, 3.

Christalan Under King Constantine. Putnam's.

The Hundred and Oneth Stitch, 29.

The Story of Roland, Baldwin. Scribner's.

The Story of Beowulf, Marshall. Dutton.

The Story of Siegfried, Baldwin. American Book Co.

The Story of William Tell, Marshall. Dutton.

The Coming of King Arthur, 18.

The Story of Hiawatha, Longfellow.

The Story of Sir Galahad, Sterling. Dutton.

The Great Stone Face, Hawthorne.

The Golden Touch, 37 or 38.

Persephone, 37 or 38.

Cornelia and Her Jewels, 14.

Pandora's Box, 37 or 38.

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# EDUCATIONAL NEWS NOTES

PARAGRAPHS CONCERNING THE ACTIVITIES  
OF INDIVIDUALS AND INSTITUTIONS IN  
THE HOME AND FOREIGN FIELD



*Death of Russell Hinman.*—Mr. Russell Hinman, a director of the American Book Co. and chief of its editorial department, died at his home in Summit, N. J., on April 28. Mr. Hinman was born in Cincinnati, Ohio, January 23, 1853, and was descended from a family noted in the early history of the Connecticut colony. He was educated at Antioch College, Ohio, where he received the degree of civil engineer, and at once obtained employment in his chosen profession with the Southern Railway, which was then under construction. In 1878 he entered the editorial office of Van Antwerp, Bragg & Co. of Cincinnati, publishers of school books. His natural bent and professional training led him to take an active interest in the geographic publications of that house, and he was soon busily engaged in making the corrections and revisions necessary to keeping geographies largely in use in the schools accurate and up to date. In 1888 his *Eclectic Physical Geography* was published, and was recognized at once as an original work of great merit, although when first issued it did not bear the author's name. The *Eclectic* geographies, which had a wide use when Mr. Hinman first began his work with Van Antwerp, Bragg & Co., were subsequently thoroughly revised by him, even to the extent of practically rewriting the series, and the books profited greatly by his clear and forcible style and exact scholarship. In 1890 Mr. Hinman declined an appointment as Geographer of the Eleventh Census, and came to New York, where he entered the editorial department of the American Book Co. In his 22 years of service with the company possibly more manuscripts of school textbooks passed through his hands, receiving the benefit of his advice and suggestion in process of publication, than have been similarly treated by any other editor in the country. Besides revising many geographies, he was co-author of a widely-used series, in addition to his physical geography. Authors and

educators generally who came in contact with him were always impressed with his scientific attainments, his broad knowledge and his exact scholarship, as well as with his indomitable energy and intense application. In 1903 Mr. Hinman became a director of the American Book Co., which office he retained until his death.

*Special Provision for Special Children.*—That special children need special provisions for education is recognized in the Cincinnati school system by the maintenance of so-called auxiliary schools. If a child progresses much faster than the average, he is sent to a school for rapidly moving classes; if he goes slower than the average, he is sent to a school for retarded children; if he does not understand the English language, he goes to the foreign school; if he is anemic, he attends an open-air school on the roof of one of the school buildings; if he is tuberculous, he is sent to the tubercular open-air school; if he is a truant, he finds himself in the school for truants; and so these and other special classes of children have their auxiliary schools where their special needs are provided for.

*Teachers of Agriculture.*—There are in the United States over one hundred secondary special schools of agriculture located in seventeen different states, and nearly two thousand public and private high schools giving instructions in agriculture. Nearly all of these demand college graduates as teachers. It is a demand that cannot as yet be filled, but in response to it agricultural colleges are organizing departments of agricultural education and outlining courses for teachers. Of the fifty agricultural colleges for white students thirty-six now offer some opportunity for the training of teachers in agriculture.

*Dr. Bell at N. Y. University.*—Dr. J. Carleton Bell, managing editor of *The Journal of Educational*

*Psychology*, will give two courses in the Summer School of New York University, one on "Educational Psychology," with especial reference to the control of human behavior, and the other on "The Psychology of the Elementary School." The latter course will include a detailed analysis of the educational activities of the child from the kindergarten to the high school.

*Conservation of School Children.*—The conference on the conservation of school children, held at Lehigh University during the first week in April, under the auspices of the American Academy of Medicine, was largely attended by physicians and educators. Sessions were devoted to the following subjects: "Deficient and Backward Children," "Conservation of School Children," "Teaching Hygiene," and "Medical Inspection."

*Dr. West's New Position.*—Dr. Henry S. West, formerly Assistant Superintendent of Public Schools of Baltimore, was recently appointed professor of secondary education in the College for Teachers and director of school affiliation in the University of Cincinnati, according to a dispatch

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Systematic Courses in Psychology with Dr. Witmer's Psychological Clinic and Model Class for Backward Children, School Playgrounds, Architectural Drawing-rooms, Botanical and School Gardens, Chemical, Physical and Biological Laboratories, University Museum, Library, Gymnasium, Swimming-pool and Athletic Grounds.

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A. DUNCAN YOCUM, Director of the Summer School

Box 7 College Hall

University of Pennsylvania

PHILADELPHIA, PA.



from that city. Besides conducting the work of a department of secondary education, Dr. West will be the inspector of all the schools affiliated with the university, and in charge of a merit list of those eligible to appointment in the Cincinnati High Schools. This action is another step toward binding the University of Cincinnati and its public-school system, including the high schools, in the closest relationship, and the office to which Dr. West has been elected is one which furnishes an unequalled opportunity for leadership in the field of secondary education.

*Dr. Yoder Goes to Wisconsin.*—Dr. A. H. Yoder, formerly superintendent of the Tacoma (Wash.) schools, and more recently connected with the New York School of Philanthropy, has been elected president of the Whitewater (Wis.) State Normal School.

*New Department at Swarthmore.*—Dr. Bird T. Baldwin, professor of education and director of the School of the Art of Teaching, University of Texas, has been called to head the new department of psychology and education at Swarthmore College.

*"Appreciation Day."*—The Washington Irving high school of New York City (a girls' high school) celebrates each year what is known as "appreciation day," when the students express their thanks to teachers, school officials, parents and friends by inviting them to a festival.

*A Children's Bureau.*—After a vigorous campaign of five years' duration by organizations and individuals having the welfare of the children, especially working children, at heart, Congress has passed and the President has signed the Children's Bureau Bill. The sum of \$29,400 was appropriated for the first year's work of the bureau. This fact is the beginning of the recognition of the absurdity of providing an army of Government experts on plants and animals, with utter neglect, so far as governmental agencies are concerned, of men, women and children. It is said that practically all the opposition outside of Congress came from societies for the prevention of cruelty to children. If such is the case, it is a striking example of the kind of intolerance sometimes inexplicably connected with a good cause.

*Domestic Science Class Lunches.* In the high school at Richland Center, Wisconsin, the domestic science class serves lunches to the mothers

## Dartmouth College

### Summer Session

REGISTRATION, July 2. INSTRUCTION, July 3 to August 14

In addition to the regular college courses previously announced, plans are now completed for a course on THE FESTIVAL, ITS PREPARATION AND PRESENTATION; also a graduate research course in the glacial geology of the White Mountains. For detailed information address the Director,

DR. W. V. BINGHAM

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of the members of the class, which is divided into groups of eight or ten for this purpose. After a group has learned to cook a few simple dishes it is given \$1.50, with instructions to plan, purchase with the sum given, cook and serve a luncheon to their mothers, who each pay twenty cents to meet the expense. The group is selected in such a way as to bring together at the table people who are not often thrown into one another's society, but who find much in common when they meet in the school dining-room. The parents thus come to see what the school is doing to help them and their children, and the school exerts a valuable social influence.

*New Dean for Pa. State College.*—Dr. Arthur Holmes, assistant professor of psychology at the University of Pennsylvania, has been appointed dean of the faculties in Pennsylvania State College.

*A Superintendent of Rural Work.* Superintendent Jessie Field, of Page County, Iowa, who has achieved national prominence by the remarkable results which she has shown to be possible in rural education, has accepted the position of Superintendent of Rural Work of the National Young Women's Christian Association. One of the latest innovations instituted by Miss Field is the organization of a boys' good road contest.

*The Peabody Education Fund.*—The trustees of the Peabody Education Fund, in closing the trust, announced some months ago that they would set aside for the endowment of the George Peabody College for Teachers the sum of \$500,000, in addition to the \$1,000,000 already devoted to this purpose, provided that the college could raise a further sum of \$1,000,000 before November 1, 1913. It is announced that \$100,000 of this amount has already been contributed by Mr. J. P. Morgan.

*Organizing a Sewing Circle.*—Miss Blanche Hasler, who teaches in the town of Helvetia, Wisconsin, maintains a sewing circle for her girl pupils and the women of the school district. Her story of the organization and maintenance of the circle follows: "I started a sewing circle the second week of school this year, and if I must say it myself, it has turned out to be a success. I called a meeting of my girl pupils and of the young ladies in the district. We met in the schoolhouse and elected president, vice-president, secretary and treasurer. These officers have special duties. At



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*Prof. Ruediger in W. Va. Summer School.*—W. C. Ruediger, of the Teachers College of the George Washington University, will give courses in education in the Summer School of West Virginia University, June 24 to August 23.

*Practical English Work.*—Some country newspapers are getting good results in the way of country correspondence by inducing the teachers of rural schools to have the language class write the news of the district as part of the composition work. This plan not only makes a live interest in practical composition, but also favorably impresses the community with the work of the school. The news items thus secured are more likely to be interesting to the general public and the "smart Aleck" of the city daily who much likes to quote from country newspapers monotonous recitals of the doings of some lone family is deprived of one source of malicious pleasure.

*Supt. Brooks Leaves Boston.*—Superintendent Stratton D. Brooks of Boston, formerly professor of education at the University of Illinois, has been elected president of the University of Oklahoma. President Brooks assumed his new duties on May 1.

*Prof. Montessori Opens a School.*—Prof. Maria Montessori has opened a school at 12 Via Giusti, Rome, for the training of teachers in the use of her primary methods as developed in connection with the "Houses of Childhood."

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# Books and Magazines

**Some Fundamental Verities in Education.** By Maximilian P. E. Groszmann. (XIX; 118 pp. \$1.00 net). Richard G. Badger, Boston.

**A Special Study of the Incidence of Retardation.** By Louis B. Blan. (111 pp.). Teachers' College Contributions to Education, No. 40. New York City.

**An Empirical Study of Certain Tests for Individual Differences.** By Mary Theodora Whitley. Columbia Contributions to Philosophy and Psychology, Vol. XX, No. 1. New York City.

**Heredity in Relation to Eugenics.** By Charles Benedict Davenport. (XI; 298 pp. \$2.00 net). Henry Holt & Co., New York.

**Outlines of Psychiatry.** By William A. White. (VIII; 272 pp. \$2.50). The Journal of Nervous and Mental Disease Publishing Co., New York City.

**Mental Mechanisms.** By William A. White. (VII; 151 pp. \$2.00). The Journal of Nervous and Mental Disease Publishing Co., New York City.

**Handbook of Mental Examination Methods.** By Shepherd Ivory Franz. (IX; 165 pp. \$2.00). The Journal of Nervous and Mental Disease Publishing Co., New York City.

Dr. Groszmann's monograph makes an unqualified and eloquent appeal for the recognition of the child's interests, instincts, individuality, spontaneity and self-expression in school training. Its cry is away from forms and books to manual and sense-training and art culture and art expression. It emphasizes ideas now long and well known in the educational world. The book suffers from a lack of indexing and a uniform and adequate method of reference citations. Professors F. E. Bolton, W. G. Chambers, A. B. Poland and H. H. Horne have contributed to an introductory symposium.

Dr. Blan, in addition to contributing a critical estimate of various writings on retardation, has given us a first-hand study of the incidence of retardation and the tendency toward migration in the grades of various public schools in New York City, and Paterson, Elizabeth, East Orange and Plainfield, N. J. He finds, contrary to the statement of some investigators, that the amount of retardation tends to increase with the grades, the chances of retardation being highest in the fifth, sixth, and especially the seventh grades. The retarding influence is greater for boys than for girls. This research has important bearings on the question of the proper adjustment of the curricular standards to the capacities of the pupils. Our curricula as at present constructed are apparently more misfit as affects boys than as affects girls.

No phase of psychological research today attracts more genuine scientific interest than the investigation of individual differences in the mental traits of children. It was meet that Dr. Whitley should review the history of the interest in this problem, summarize the work that has been done, and attempt

a critical estimate of the various kinds of tests which have been used by different investigators. This valuable piece of work should not be regarded as a finality; we shall have to have many such studies as this, supported by theoretical argument as well as by experimental data on a large scale, before we shall be in a position to select a set of standard tests which shall really prove of fundamental value in the mental examination and diagnosis of deviating children. This monograph should be perused by students of mental tests.

Dr. Davenport's book will arrest the attention of all thoughtful people of whatever profession who are at all interested in race improvement through control of inheritable qualities. Eugenics proposes to improve the race by better breeding. It proposes to teach young people how to mate eugenically. This book gives a concise, lucid description of the method of eugenics as opposed to the method of eutheics; it presents an array of facts to show the inheritableness of a considerable variety of family traits; it discusses the geographical distribution of inheritable traits and the eugenical significance of migration and of deviate individuals and individual families. The book is well illustrated and contains a discriminating bibliography. Dr. Davenport favors the method of segregation as against the method of vasectomy for the elimination of mental incompetents.

The third edition of Dr. White's well-known Outlines comes to us with certain omissions and elaborations. Among the most valuable additions are those relating to psychotherapy, compulsion and anxiety neuroses and a minimum program of examination for mentally disordered cases. The *Mental Mechanisms* is devoted to the consideration of certain fundamental principles of psychopathology, and the bulk of the book is concerned with the application of these principles to various facts of interest to the psychologist and psychiatrist, e. g., reaction types, various forms of conscious contents, hysteria, psycho-analysis,

mental hygiene. These two companion books should be read by students who are interested in the abnormal manifestations of mind.

Dr. Franz's Handbook will be welcomed by psychiatrists or by all psychologists and educators who wish to study the disordered mind by the methods of the psychological laboratory. The author has selected from the large mass of available tests those which have proved most successful in his own work in an institution for the insane. Each chapter contains a fairly complete bibliography. This book ranks as one of the best of the current manuals on mental tests.

J. E. WALLACE WALLIN.

**Rational Education.** By Bruce Calvert. (76 pp. 50 cents). The Open Road Press, Lake Co., Indiana.

Mr. Calvert is interested in the organization of a Rational School Center in Chicago. His ideas as expressed in his book are good. What we need is experimental demonstration of what can be done. Possibly one of the best contributions in the work is the compositions by two sub-normal children of eight and nine (pages 42 and 43). The greater part of the book remains speculation at present.

Dr. Aspinwall of the State Normal College at Albany has published **Outlines of the History of Education.** (Pp. 195. 80 cents net. The Macmillan Company, New York). This work will help teachers of the subject in organizing their material and students in selecting topics. It is best worked out in the parts least needed, but the sections on newer topics make some contribution of suggestion. There are divisions dealing with "Educational Theory of the Twentieth Century," "The Development of Public Elementary Education," "Secondary Education," "Professional Training of Teachers," "Modern School Systems" and "History of Education in the State of New York." There is a fair index.

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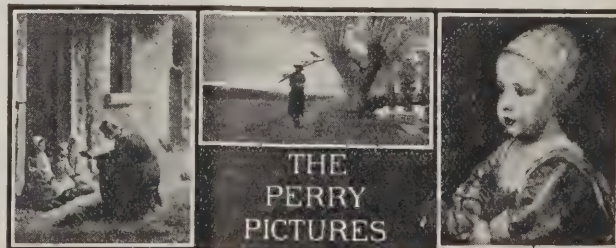
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The Riverside Educational Monographs, edited by Henry Suzzallo, issues another volume — **The Improvement of Rural Schools**, by Ellwood P. Cubberley, professor of education in the Leland Stanford Junior University. The problem; More money; Better organization; Better supervision are the topics dealt with in this book. Probably no one has been able to set forth as clearly as Mr. Cubberley the changing values of education. That he has seen the values is clearly shown in his treatment of the Rural School problem in this book.

A few of the sentences taken at random from the editor's introduction are: "As a rule poorly-trained teachers are in the country. The country teacher is isolated culturally and professionally. The rural schoolteacher has little chance for help from a superior professional source. The rural school should have the privilege of participating in the fruits of our educational progress. The training of country boys and girls is not a local problem, it is a responsibility for a State." Professor Cubberley is eminently fitted to discuss these questions because he has carefully investigated the conditions underlying the efficiency of rural schools throughout the country.

The chapters on Better Organization and Better Supervision are rich in suggestion for superintendents of rural districts. There are four maps—Forms of organization by States, Proposed rearrangement of a Minnesota county, Actual rearrangement of a Florida county, Election and tenure of county superintendents.

The book is a valuable contribution to education, and will help many to solve their problems. (Houghton-Mifflin Company, Boston, Mass.; 73 pp.; 35 cents.)

**The Home University Library of Modern Knowledge.** About 250 pp. 50 cents net each. Henry Holt & Co., New York City.

It would not be easy to overpraise such an enterprise as this excellent series represents. It offers to the intelligent reader with limited time and funds an opportunity to put himself in contact with the best contemporary scholarship through compact little volumes sold at a very moderate price. Forty volumes of the 100 planned have been issued, and represent the chief fields of knowledge—literature, history, art, philosophy, sociology, natural science, economics, geography, etc. The standard of scholarship represented by the authors of these various treatises averages very high, and as a rule the treatment is sufficiently simple and untechnical and the style sufficiently attractive for any intelligent student to read the books both with ease and pleasure. For all these reasons the series is one of peculiar value to the teacher, for whose use we can strongly recommend it.

Among the most recent additions to this series are *The School: An Introduction to the Study of Education*, by J. J. Findlay of Manchester University; *Anthropology*, by R. R. Marett of the University of Oxford; *Architecture: An Introduction to the History and Theory of the Art of Building*, by W. R. Lethaby; *The History of England: A Study in Political Evolution*, by A. F. Pollard of the University of London; *Canada*, by A. G. Bradley; *Rome*, by W. Warde Fowler; *The Problems of Philosophy*, by Bertrand Russell; *Landmarks in French Literature*, by G. L. Strachey of Trinity College, Cambridge, and *Peoples and Problems of India*, by Sir T. W. Holderness. Complete descriptive lists may be obtained by writing the publishers.

Each volume contains a brief, well-chosen bibliography for the guidance of those who wish to read further in the field, and each is supplied with an index.

**United States History for Schools.** By Edmond S. Meany. 587 pp. \$1 net. The Macmillan Company, New York.

The latest of the new textbooks in American history for grammar grades that have been appearing in rapid succession of late is not startlingly different from the others. Though written by a professor in the University of Washington, it does not give more attention than is usual in recent histories to the westward movement and the development of the Pacific Coast. In fact, the two distinctive features of the volume are (1) the special attention to "European

Back-grounds" and our Canadian and Latin-American neighbors recommended by the Committee of Eight of the American Historical Association, and (2) a partial return to the use of anecdotes and other personal touches, and a lively style of narration that add to the human interest of the story. Both these features are deserving of commendation. The author has not avoided a number of the inaccuracies of detail so frequently found in first editions of textbooks. Controversial questions are handled in a spirit of fairness, although the side of the imperial government in the American Revolution is not properly presented. The appendix includes the Articles of Confederation as well as the Declaration of Independence and the Constitution. The references and home readings leave much to be desired; the plan of including only a few titles is sound enough, but why should the leading reference all through be made to a high-school textbook? It may or may not be significant that all but one of the titles suggested in the preface for a "good working library" are from the list of the publishing house that issues Professor Meany's text; these books are all suitable for the purpose named (with one exception), but they do not represent the best and only ones for the purpose, and the choice ought not to be made on that basis. There are good maps and a number of excellent pictures along with some poor ones.

On the whole, Professor Meany's volume compares favorably with its competitors.

L. L. T.

**The American People: A Study in National Psychology.** By A. Maurice Low. Vol. II, 608 pp. \$2.25 net. Houghton-Mifflin Co., Boston, Mass.

The first volume of Mr. Low's valuable and interesting work was reviewed in the JOURNAL two years ago, and was widely noticed in the periodical press at the time of its appearance. Such a treatise, seeking to interpret our national history in terms of sociology and psychology, must contend with immense difficulties, and is certain to provoke wide difference of opinion. Such was the case with the first volume, and such undoubtedly will be the case with the second. Mr. Low is an Englishman who has lived for more than a decade in this country, and as a critic he therefore combines detachment with familiarity; his attitude toward American institutions is on the whole sympathetic, with an evident intention to deal with his problem impartially. The one serious criticism that might be made is that the author has not based his studies on that thorough acquaintance with primary sources of information so desirable in the case of a new and difficult field such as he essays to explore, and the work of several recent investigators who are authorities in their respective fields seems to have been neglected. These circumstances make the foundations for the conclusions less secure and the generalizations more superficial.

Notwithstanding the defects that may be pointed out, Mr. Low's discussions are acute, suggestive and stimulating—interesting and valuable to every student of American history.

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This noteworthy monograph is a comprehensive exposition of the nature of mental fatigue, of the methods proposed for measuring it, and of the results that have thus been obtained, with special reference to their application to classroom problems.

The text is an amplification of a lecture delivered before the Munich association of gymnasial teachers, and its primary purpose is not to contribute to the experimental investigation of fatigue, but to inform and to interest teachers.

The following are among the topics discussed: The nature and forms of fatigue, the symptoms of fatigue, the measurement of fatigue by physiological and by psychological methods, the factors other than fatigue that affect efficiency of mental work—practice, adaptation, warming-up, spurts, enthusiasm, etc.—and the laws of fatigue.

In considering the application of these laws to school-room problems, attention is given to the dependence of fatigue upon individual differences, upon age, puberty, the length of lesson periods, the number of lessons per day, the day of the week, the introduction of various rest pauses (recesses, holidays, vacations, etc.), change of occupation, the fatigue coefficient of the different studies, also to hygienic arrangement of the school program and other practical problems. A selected bibliography closes the monograph.

The translation is offered with the conviction that it will meet a very general demand on the part of the teacher of educational psychology and of the hygiene of instruction for a clear and systematic presentation of the problem of mental fatigue and its relation to school work.

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The basis of the science of education is educational psychology. There are already several good books treating special phases of the subject, but no general text-book. Teachers of educational psychology have felt the need of such a text very keenly. To supply this need, Dr. Pyle has written the *Outlines*, which is the outgrowth of the work in his own classes in the University of Missouri. Its success with the author's classes leads him to hope that it may be useful to his fellow teachers throughout the country.

Dr. Pyle's wide experience in every aspect of public school work—as well as in the psychological laboratory—has enabled him to select for treatment those established facts of psychology that have an evident and immediate bearing upon the practical problems of the school room. While the book is designed primarily for use in normal schools, colleges and universities, it will prove of value to the school teachers who are actively engaged in their work, and for teachers' reading circles. One feature which especially fits it for such use, as well as for the classroom, is the extended lists of questions and exercises given at the end of each chapter. Each chapter also has a selected bibliography. The chapter headings will indicate the scope of the book: Introduction, Mind and Body, Heredity, The Instincts (5 chapters), Habit (2 chapters), Habit and Moral Training, Memory, Attention and Fatigue.

In the appendix are directions for giving mental and physical tests, forms for these tests and a suggested plan for keeping school records, including the records of the mental and physical tests.

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# SUMMER SUGGESTIONS

## Spelling Efficiency in Relation to Age, Grade and Sex, and the Question of Transfer

An Experimental and Critical Study of the Function of Method in the Teaching of Spelling.

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There are few elementary school subjects in which inefficiency is more surely detected and reprobated in later life, and in the teaching of which the elementary schools are charged with more extravagant waste of time, than spelling. 7.22 per cent. of the time of the child in the elementary schools in ten of our largest cities is devoted to the study of spelling, and yet the complaint continues to be almost universally voiced that the elementary and secondary school graduates have not learned how to spell.

School superintendents and teachers have felt the justice and sting of these criticisms, and have attempted to provide a remedy either by increasing the time devoted to spelling or by changing the methods of teaching. The results, however, have not in all cases proved satisfactory.

Dr. Wallin, who has been offering courses in educational psychology and the principles of teaching in schools of education for a number of years, points out briefly in this monograph some of the fallacies involved in the exclusive use of the incidental method of teaching spelling, based upon the psychological principles which condition the reduction of mechanical subject-matter to the plane of automatism (spelling is of an instrumental nature). By means of the results of the very researches made in the past to demonstrate the adequacy of the incidental method, it is shown that its use has not justified the claims made in its behalf. On the other hand, the superiority of a spelling drill technique, based upon the laws of habit formation, is shown, partly by the author's own investigation and partly by the results of a thoroughgoing application of the method under control conditions during four years in a large school system.

The book also discusses the relation of spelling efficiency to age, grade and sex; the facts derived from the tests are supported by numerous tables, a number of practical conclusions are offered, and a bibliography is appended.

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Few educational questions have excited more general interest in recent years than that of the age at which children should commence their attendance at school. On the one side we have the rule-of-three conclusion, felt rather than expressed as an inference, that the more teaching the child gets and the sooner he begins school the more progress he is sure to make. On the other we have had a strong feeling, now growing in intensity and range, that attendance in school, particularly in England, begins too early and that there is an educational disadvantage in commencing as soon as the children of Great Britain do. While this investigation by Mr. Winch has special reference to England, where the school life begins at a much earlier period than in either America or Germany, the results set forth by the author are of vital interest to all who have to do with the education of children.

The effect of age of entry is considered from several points of view: 1. Does early entry at school enable the pupil to make more rapid advancement in school standing than entry at a later age? In other words, in a given grade are those pupils who entered school earlier found to constitute the younger portion of the class? 2. In the same grade some pupils may be doing work of a high degree of efficiency, others work of an inferior quality. To what extent does early entry correlate with high efficiency when tested by examinations? 3. How far does early entry depend upon social circumstances? 4. What is the influence of early entry upon the subsequent behavior of pupils and upon their attentiveness to school work?

The results of Mr. Winch's inquiry are now published for the first time. Some of them have been privately circulated, and a few of the tables, together with the methods employed, were discussed some years ago at a meeting of the Inspectors of the Education Committee for London.

## When Should a Child Begin School?

An Inquiry Into the Relation Between the Age of Entry and School Progress.

By  
**W. H. WINCH**

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**The American Republic**, by S. E. Forman, is an abridgement and revision of the author's *Advanced Civics*, following the same plan and preserving the same general merits and defects as the larger work. The excisions are on the whole wise and the text has been in many respects brought up to date, especially on such subjects as the initiative, referendum and recall; woman suffrage, direct primaries, etc. The Federal Judiciary Act of 1911 and other recent changes are included. A number of useful diagrams and pictures have been added, but the pictures of buildings are poor, and such legends as "A State Normal School," with no definite designation, are inexcusable. On the whole, the new volume is likely to prove more useful to secondary schools than its widely-used predecessor. (359 pp.; \$1.10 net; Century Company, New York.)

Prof. G. W. Botsford's **History of the Ancient World**, designed to be a revision of his *Ancient History*, has become by revision and enlargement a virtually new work. For the new and improved text teachers of ancient history will be grateful. The characteristics of Professor Botsford's textbooks in this field are too well known to call for special comment, but the fact may be again mentioned that his thorough acquaintance with primary sources as well as with the latest secondary authorities gives his work a freshness and sureness of touch that are of the greatest value. The present volume is brought up to date by the inclusion of the results of recent archaeological research and other investigations. It is well supplied with good pictures and maps, sensible "suggestive questions" and well-selected references. (588 pp.; \$1.50 net; The Macmillan Company, New York.)

The fight between the Monitor and the Virginia, or Merrimac, has been the subject of so much controversy, most of it unnecessary and the result of emotional bias and the limited point of view of the disputants, that it is really worth while to have an attractive little volume giving both sides of the engagement by officers of the two vessels. In the **Monitor and the Merrimac** this story is told by Lieutenants Worden and Green of the Monitor and Chief Engineer Ramsay of the Merrimac. As is usual with the narratives of actual participants, the accounts are straightforward and free of ill-temper or ugly spirit. (73 pp.; 50 cents net; Harper & Bros., New York.)

Recent numbers of the Journal of American History keep up the standard of that exceptionally handsome periodical. The issue for the first quarter of 1912 is published in two sections. The first is devoted in large part to Washington, and contains a number of portraits and other beautifully-made illustrations, including a coat of arms in colors. The leading feature of the second section is the Vermont celebration, giving accounts of the historical pageants and other celebrations; there are numerous excellent and valuable illustrations. Besides the main features, there are several others of great interest and usefulness in each section. This magazine, so rich in excellent and unusual pictures, deserves wide use in schools. (New York City.)

**Leading Facts of English History**, in the popular series by D. H. Montgomery, has been revised and continued to 1911, with the addition of a number of illustrations and maps. The Constitutional documents would better have been omitted than printed in such microscopic type. The revised summary of Constitutional history, extending to the veto and salary bills of 1911, and the genealogical tables of sovereigns, will prove helpful. (444 + LXIX pp.; \$1.20; Ginn & Co., Boston, Mass.)

**The Festival Book**. May-Day Pastime and the May-Pole. By Jennette E. C. Lincoln. (Pp. xiii + 74. \$1.50). A. S. Barnes & Co., New York City.

Miss Lincoln has expanded her little volume, entitled "May-Day Possibilities," into the present larger and much better illustrated book. It is unfortunate that either through lack of understanding of the broad scope of Festival Work, which those who are engaged in general educational lines are endeavoring to bring before the public, or through a desire to attract a larger sale than the material of the book warrants, she and her publishers should have selected a title which is manifestly a misrepresentation. Miss Lincoln makes no pretense in her subtitle or in the body of her text to present a Festival book which shall cover the large field of the several important Festivals throughout the year, or even in fact to deal comprehensively with the May Festival which she has selected for her discussion. All she attempts to do, in her own words, is to give "May-Day Dances, Revels and Musical Games." After one has been disillusioned as regards the contents of the volume, he will find many helpful suggestions for out-door Spring Festivals of the physical training type. The six chapters of the book deal respectively with: Early May-Day Customs; A Successful May-Day Pageant; May-Pole Dances with the Use of Streamers; May-Pole Revels; Selected National Folk Dances Adapted for May-Pole Festivals; and May-Pole Accessories. The main objection to the text for schools is that it is written entirely from the point of view of adult dancers, and gives no hint of the pedagogical values which may be obtained from teaching dances to children. Throughout the book the stress is on the effect, the show, and not on the process or the people concerned. P. W. D.

**Europe—A Supplementary Geography**, by James Franklin Chamberlain and Arthur Henry Chamberlain, has been added to The Continent and Their People series. In this book the authors have tried to show the relation between North America and Europe by comparison of position, surface, climate and human conditions. The chapters are really travel talks, a point of view which makes a book intensely interesting to children. The opening sentences are: "One summer morning we left our hotel in the home of our National Government and walked down Pennsylvania avenue. Passing in front of the White House, where the President lives, we crossed the extensive grounds." Then follows the account of securing a passport from the State, War and Navy Departments, and the trip from Washington to New York, where the Lusitania, the great Atlantic liner, was boarded. All of the countries of Europe are visited on this trip.

The book is unusually rich in illustrative material. There are many full-page pictures, as well as small pictures, all of which are reproductions of very good photographs. The maps are clear, without being too full of detail, and are well colored. There are four maps—Europe, British Isles, Central Europe and Western Europe. Teachers will find the book a valuable addition to the school library. (The Macmillan Company, New York; 258 pp.; 55 cents.)

**Home Geography and Type Studies**, by Alexis Everett Frye, is intended for the Third Grade child, so that he will be fully prepared for the formal study of general geography in the later grades. The language is very simple, and the style is attractive. An illustration of the treatment of the text is as follows: "Can you feel the air? Swing your hand in it. Drop a

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You should not miss the series of articles now appearing in the JOURNAL OF EDUCATIONAL PSYCHOLOGY, beginning with May, 1911. Each subject of the elementary and secondary course of study will be surveyed by a specialist, who will present a number of the important problems which confront the teacher, and who will suggest experimental methods for attacking these problems.

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### The Journal of Educational Psychology

Baltimore, Md.

Monthly, except July and August.

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small piece of paper. Why does it flutter as it falls? We live and move in air. When we walk we move the air as a boat moves water." The book is profusely and well illustrated. The maps are clearly done, without any attempt to show the longitude and latitude lines, a feature which seems sound and sane for the third grade. *Home Geography, Wonders of our Country and Boys and Girls of Other Lands* are the topics treated. (Ginn & Co., Boston, Mass.; 116 pp.; 35 cents net.)

The saleswomen of Baltimore are very well reported in Elizabeth Beardsley Butler's *Saleswomen in Mercantile Stores—Baltimore, 1909*. (Charities Publication Committee, New York. 234 pp. Price, \$1.) This book deserves careful reading by many members of society. It is seldom that the situation of any social group is made accessible in such accurate and interesting form. Not only the matters of store construction, seating, arrangements for comfort, hours and seasons of work, wages and beneficiary societies are discussed, but also one gets an insight into the lives of the saleswomen themselves. The concluding sections on "Training in Salesmanship" and the appendix telling of Boston's pioneer work in this direction will prove instructive to all teachers. We need similar studies of factory women and women in business offices. Those who are training the children in schools have entirely too little acquaintance with the home conditions from which their pupils come or the occupations into which they go. Vocational guidance is a duty we cannot long evade.

FRANK A. MANNY.

The Art of Life Series, edited by Edward Howard Griggs and published by B. W. Huebsch (New York), contains a number of stimulating essays on present needs. Dr. Hyde's *Self-Measurement* (74 pp. Price, 50 cents) affords an excellent means of looking at one's self from the standpoint of ten fundamental relations—those of physique, work of hand and brain, property, pleasure, science, art, family, society, the state and religion. "Every sentence in the body of this book, except the final sentence in each section, which assigns the rank, is a question rather than a statement." It will do anyone good to subject himself to these inquiries.

**The Training of Children in Religion.** By George Hodges. D. Appleton & Co., New York.

No teacher can well evade the religious education problem. Consistent efforts ought to be made to be informed concerning the situation of this matter in one's own community and the best aid afforded for improvement. Dr. Hodges' book will answer many questions, especially of those who are of conservative training and wish to make progress on that basis. This does not mean that more radical thinkers will not profit by it. The first chapter, "The Securing of Independent Goodness," is excellent for all phases of education. Note the following: "A dependent goodness will be easily supplanted by an equally dependent badness. What is needed is a constant motive. The lad who can be trusted in the midst of temptation is not only accustomed to be good, but desires to be good. That is his own, honest, independent wish. That is his ideal. \* \* \* The Commandments and the Beatitudes differ not only in the form of statement, wherein the old law is negative and the new is positive, but in the spirit which this change of form represents. The Commandments are prohibitions, but the Beatitudes are ideals. \* \* \* The only force which can persistently withstand a wrong emotion is a right emotion."

The other chapters are somewhat more conventional, but will be helpful to thousands of perplexed parents and teachers. Some of the titles are "The Silent Instruction of Example," "The Practice of Prayer," "The Bible and the Children," "The Sunday-School Teacher," "Sunday and the Children," "The Good Child." F. A. M.

**The Women of Tomorrow.** By William Hard. The Baker & Taylor Co., New York.

This is a much-needed survey of the condition of various classes of women. It is written in entertaining style and reads easily. But there is in every section of the book the evidence of extensive study and keen insight. Many ideas suggested will seem to some readers revolutionary, but further consideration will often show how inevitable the author's conclusions are when one frees himself even in part from popular prejudice and misinformation. The chapters, which were originally articles in *Everybody's Magazine*, are entitled Love Deferred, Learning for Earning, Learning for Spending, The Wasters, Mothers of the world and deal with the problems of the postponement of marriage, the preliminary period of self-support, the new training for motherhood, the problem of leisure, the opportunity for civic service.

Teachers and parents will seldom find so much help in understanding the girls and their interests. The chapter on Learning for Earning is an excellent introduction to the history and present significance of technical training for girls.

Mr. Hard is now at work in the *Delinctor* on special phases of the woman problem.

FRANK A. MANNY.

**Half a Man, The Status of the Negro in New York.** By Mary White Ovington. (\$1.00 net). Longmans, Green & Co., New York.

Bruce Payne has stated recently that there is more than ever a need for a study of the negro problem from various points of view, including that of the white man. The experience of one of the border States in its efforts to retain a fast migrating colored population shows that regardless of sentiment or prejudice certain phases of this problem must be given attention. Miss Ovington has made a thorough study of the situation in New York City. Many current misapprehensions, both supposedly for and against the negro, are disposed of. The chapter on "The child of the tenement" is good child-study material.

FRANK A. MANNY.

**The Child's First Book for Home and School,** by Florence Bass, is written to follow up the work begun in Miss Bass' *Primer*. The lessons are based upon nursery rhymes: Go to Sleep, Dolly; Rock-a-bye, Baby; Up, Up in the Sky; Pussy Cat, Pussy Cat, and others are taken as the point of departure for the lessons in the first third of the book. The illustrations are in black and white line cuts, and also in water color treatment of these line cuts, a feature which particularly attracts children. Miss Bass has done a very good piece of work in this little book. (D. C. Heath & Co., Boston, Mass.; 128 pp.)

An edition of Thackeray's *The English Humorists of the Eighteenth Century* seems well adapted to the purpose expressed by the author "to adapt this edition of the 'Humorists' to the use of either college or preparatory schools." The edition is not overloaded with notes; yet the notes are sufficiently full to serve the purpose of increasing rather than satisfying the student's curiosity. Many helpful citations are made from writings contemporary with Thackeray, and also with the writers discussed in the

essay. Altogether, the edition seems to be well-suited for the work of preparatory or college classes. (Ginn & Co., New York.)

**Elements of English Grammar,** by A. E. Sharp, is another text in the old style of formal grammar. The author says the purpose is "to meet the needs of children beginning the study of English grammar between the ages of nine and ten." Yet the text begins with formal definitions of such difficult matters as transitive and intransitive verbs. The author seems to miss the chief aim, which is power, and not knowledge of facts. The work does not seem to be in harmony with recent progress in the teaching of grammar. (Wm. R. Jenkins Company, New York. Price, \$1.00.)

Charles Morris had added a third book to his series, *Home Life in All Lands*. The title is *Animal Friends and Helpers*. In the first two volumes, *How the World Lives* and *Manners and Customs of Uncivilized Peoples*, man, as the maker of the home, was dealt with in the many aspects of his existence. In the new volume, "the animals man has domesticated to aid him in his sports and labors" becomes the theme. The author calls these animals "the active sub-family of the household." The dog, cat, horse, reindeer, camel, sheep, pig, hen, swan, canary, monkey, bear, elephant and bee are some of the animals included in the stories. The chapter divisions are as follows: Household pets and comrades; Our single-hoofed helpers; Cloven-hoofed draught animals; Animals which yield food to man; The birds of the poultry yard; Winged and tuneful home pets; Our cousin, the monkey; Other animals used as pets; Wild animals in man's service. (J. B. Lippincott Company, Philadelphia, Pa.; 340 pp.; 60 cents.)

In the April number of the ATLANTIC we announced the first volume of The Tudor Shakespeare, published by The Macmillan Company. *The Life of Henry VIII* has just come to us. Twelve of the volumes have already been published, and the rest are in preparation. The series is edited by Chas. G. Dunlap, professor of English Literature in the University of Kansas. The notes are full; the glossary adequate, and the introduction all that is needed in a text for schools. (155 pp.; 85 cents.)

The author of *My Lady of the South and Love Under Fire* has written a very interesting story of the American Revolution under the title, *My Lady of Doubt*. Mr. Randall Parrish has revealed his ability in previous novels to weave threads of romance through the history of our nation's struggles with foreign and home foes; and in this latest book he shows that his ability at romance-making has increased with the passing of years. The book is typically a McClurg publication, featuring prettily colored illustrations by Alonzo Kimball. (A. C. McClurg & Co., Chicago. \$1.35 net.)

**The Dutch Twins,** by Lucy Fitch Perkins, is a very charming story of Christopher and Katrina, the Vedder twins. "Now it takes a long time to grow four and a half feet of Boy and Girl. \* \* \* Kit and Kat ate a great many breakfasts and dinners and suppers, and played a great many plays, and had a great many happy days while they were growing up to their names." The story tells about some of these happy days.

The book will make a splendid supplementary reader for the fourth and fifth grades. The fact that the author has illustrated her work speaks for itself. Lucy Fitch Perkins knows how to interpret child-life, both in picture and story. (Houghton-Mifflin Company, Boston, Mass.; 190 pp.; 50 cents.)



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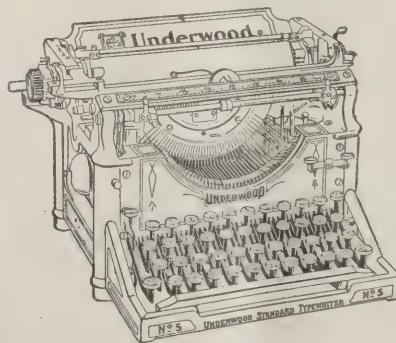
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Translated from the German by  
**GUY MONTROSE WHIPPLE**

Price:  
12mo, cloth,  
viii, 133 pages.  
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This noteworthy monograph is a comprehensive exposition of the nature of mental fatigue, of the methods proposed for measuring it, and of the results that have thus been obtained, with special reference to their application to classroom problems.

The text is an amplification of a lecture delivered before the Munich association of gymnasial teachers, and its primary purpose is not to contribute to the experimental investigation of fatigue, but to inform and to interest teachers.

The following are among the topics discussed: The nature and forms of fatigue, the symptoms of fatigue, the measurement of fatigue by physiological and by psychological methods, the factors other than fatigue that affect efficiency of mental work—practice, adaptation, warming-up, spurts, enthusiasm, etc.—and the laws of fatigue.

In considering the application of these laws to school-room problems, attention is given to the dependence of fatigue upon individual differences, upon age, puberty, the length of lesson periods, the number of lessons per day, the day of the week, the introduction of various rest pauses (recesses, holidays, vacations, etc.), change of occupation, the fatigue coefficient of the different studies, also to hygienic arrangement of the school program and other practical problems. A selected bibliography closes the monograph.

The translation is offered with the conviction that it will meet a very general demand on the part of the teacher of educational psychology and of the hygiene of instruction for a clear and systematic presentation of the problem of mental fatigue and its relation to school work.

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The basis of the science of education is educational psychology. There are already several good books treating special phases of the subject, but no general text-book. Teachers of educational psychology have felt the need of such a text very keenly. To supply this need, Dr. Pyle has written the *Outlines*, which is the outgrowth of the work in his own classes in the University of Missouri. Its success with the author's classes leads him to hope that it may be useful to his fellow teachers throughout the country.

Dr. Pyle's wide experience in every aspect of public school work—as well as in the psychological laboratory—has enabled him to select for treatment those established facts of psychology that have an evident and immediate bearing upon the practical problems of the school room. While the book is designed primarily for use in normal schools, colleges and universities, it will prove of value to the school teachers who are actively engaged in their work, and for teachers' reading circles. One feature which especially fits it for such use, as well as for the classroom, is the extended lists of questions and exercises given at the end of each chapter. Each chapter also has a selected bibliography. The chapter headings will indicate the scope of the book: Introduction, Mind and Body, Heredity, The Instincts (5 chapters), Habit (2 chapters), Habit and Moral Training, Memory, Attention and Fatigue.

In the appendix are directions for giving mental and physical tests, forms for these tests and a suggested plan for keeping school records, including the records of the mental and physical tests.

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An Introduction to the Science of Education.

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## Spelling Efficiency in Relation to Age, Grade and Sex, and the Question of Transfer

An Experimental and Critical Study of the Function of Method in the Teaching of Spelling.

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Price:  
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There are few elementary school subjects in which inefficiency is more surely detected and reprobated in later life, and in the teaching of which the elementary schools are charged with more extravagant waste of time, than spelling. 7.22 per cent. of the time of the child in the elementary schools in ten of our largest cities is devoted to the study of spelling, and yet the complaint continues to be almost universally voiced that the elementary and secondary school graduates have not learned how to spell.

School superintendents and teachers have felt the justice and sting of these criticisms, and have attempted to provide a remedy either by increasing the time devoted to spelling or by changing the methods of teaching. The results, however, have not in all cases proved satisfactory.

Dr. Wallin, who has been offering courses in educational psychology and the principles of teaching in schools of education for a number of years, points out briefly in this monograph some of the fallacies involved in the exclusive use of the incidental method of teaching spelling, based upon the psychological principles which condition the reduction of mechanical subject-matter to the plane of automatism (spelling is of an instrumental nature). By means of the results of the very researches made in the past to demonstrate the adequacy of the incidental method, it is shown that its use has not justified the claims made in its behalf. On the other hand, the superiority of a spelling drill technique, based upon the laws of habit formation, is shown, partly by the author's own investigation and partly by the results of a thoroughgoing application of the method under control conditions during four years in a large school system.

The book also discusses the relation of spelling efficiency to age, grade and sex: the facts derived from the tests are supported by numerous tables, a number of practical conclusions are offered, and a bibliography is appended.

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Few educational questions have excited more general interest in recent years than that of the age at which children should commence their attendance at school. On the one side we have the rule-of-three conclusion, felt rather than expressed as an inference, that the more teaching the child gets and the sooner he begins school the more progress he is sure to make. On the other we have had a strong feeling, now growing in intensity and range, that attendance in school, particularly in England, begins too early and that there is an educational disadvantage in commencing as soon as the children of Great Britain do. While this investigation by Mr. Winch has special reference to England, where the school life begins at a much earlier period than in either America or Germany, the results set forth by the author are of vital interest to all who have to do with the education of children.

The effect of age of entry is considered from several points of view: 1. Does early entry at school enable the pupil to make more rapid advancement in school standing than entry at a later age? In other words, in a given grade are those pupils who entered school earlier found to constitute the younger portion of the class? 2. In the same grade some pupils may be doing work of a high degree of efficiency, others work of an inferior quality. To what extent does early entry correlate with high efficiency when tested by examinations? 3. How far does early entry depend upon social circumstances? 4. What is the influence of early entry upon the subsequent behavior of pupils and upon their attentiveness to school work?

The results of Mr. Winch's inquiry are now published for the first time. Some of them have been privately circulated, and a few of the tables, together with the methods employed, were discussed some years ago at a meeting of the Inspectors of the Education Committee for London.

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## When Should a Child Begin School?

An Inquiry Into the Relation Between the Age of Entry and School Progress.

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Each of the more populous States has several thousand mental defectives, large numbers of whom are attending the public schools. They usually make little progress and are distressingly disturbing factors in the regular classes. In Germany, and recently in France, and in some of our own cities, these children are being placed in special classes or in special schools, according to the degree of defect. Teachers and school experience immediate relief, and the children themselves are the greatest beneficiaries. All the schools have these defectives, and the problem of recognizing and caring for them is an immediately pressing one in all our cities, towns, and even in the rural districts.

Following a year in the clinics of Paris, Dr. Huey's position at Lincoln has for nearly a year and a half involved making a mental examination of each new admission to this, one of the largest State Institutions for the feeble-minded.

As research psychologist to the institution the author has made careful psychological study of 32 selected cases which represent the transition zone between feeble-mindedness and non-feeble-mindedness. These are just the border cases that puzzle the school principal or the clinician. In this volume he presents case after case representing various types and groups of backward and feeble-minded children. The mental and physical characteristics of each child and the salient features of different groups and of mental defect in general are clearly stated, with charts which graphically present the results of various measurements and tests.

The methods of making examinations and tests and of making observations and gathering data needed for the interpretation of any given case are illustrated in detail. The concreteness of the material and the abundance of illustrative examples will be appreciated by all, and make the studies intelligible even to those unfamiliar with psychological technique.

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fronted with more than one difficulty at a time. Thus the teaching of reading becomes a pleasure, and the process of learning ceases to be a task. To accompany this system of teaching reading a Teachers' Manual has been prepared, which lays out the work with greater definiteness and simplifies the labor of the teacher.

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New York

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# ATLANTIC EDUCATIONAL JOURNAL

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No. 10

## CIVICS IN THE ELEMENTARY SCHOOLS

By HELEN M. YERKES

Principal George R. Thomas School, Philadelphia

ILLUSTRATIONS ARE REPRODUCED FROM  
"OUR CITY" BY PERMISSION OF THE  
PUBLISHERS, MESSRS. HINDS,  
NOBLE & ELDRIDGE



CITY HOMES.

IN his little book, "Education for Citizenship," Dr. George Kerschēsteiner, Director of Public Schools in Munich, states as follows: "In order to make civil education possible two ways are at our disposal: (a) The proper methodical arrangement of practical activity in the school workshops and other institutions for intellectual and manual work; (b) The organization of school life on lines of self-governing society.

The course in "Civic Training" for grades three and four must be fitted for the child who is surrounded and guided by authority. Yet it must keep in mind the fact that the child is taking his first steps in the art of self-directiveness, and the teaching must lead him to consider himself as a desirable member of the "self-governing society" of which he finds himself in his work and play. He must know even at this stage that he must govern self in line with the *authority* which makes a desirable *society* of the (1) Home, (2) Assembly, (3) School, (4) Streets, (5) City.

Correct self-government in accord with law for the many is the basis of modern civilization; but a full knowledge of conditions (environment) and an appreciation of law governing these conditions makes for intelligent government of self.

The children are still young, therefore mere didactic instruction is not sufficient. Our course must provide opportunity for practice of customs, the injection of self and self-interest into civil conditions. It must bring the world of civilization to the child's consciousness with *himself* as a center. The child must be enabled to grasp anew his relations with the groups of which he is a member from day to day. He must be led to recognize his own rights protected by the same authority that de-

mands that he shall live up to his responsibilities within these groups.

### GRADES III-IV.

*Aim—Conception of Citizenship.*

- Common { Rights,  
Responsibilities,  
Authority.
- (a) Personal rights.
  - Food.
  - Protection.
  - Space.
- (b) Personal responsibility.
  - Love—Family relation.
  - Friendship—School relations, fraternity.
  - Neighborliness { Assembly.  
Street.  
City.
  - Human brotherhood.
- (c) Authority.
  - Parental.
  - Teacher.
  - City Officer.

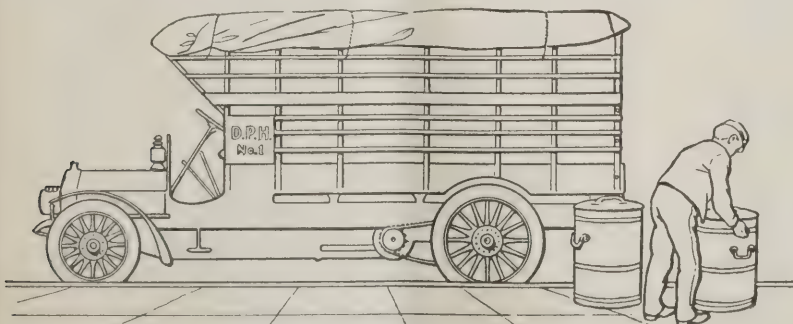
### GRADE III.

#### I. Home—Key—Sharing through love.

- 1. Authority.
  - (a) Parental.
  - (b) Fraternal.
  - Rights of all.

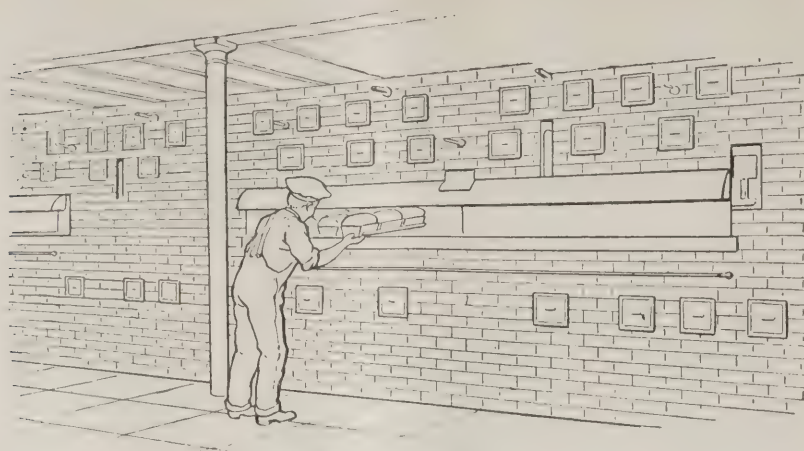
#### 2. Sharing.

- (a) Sleep space.
  - 1. Place, convenience, air.
- (b) Bathing.
  - 1. Place, method, frequency.
- (c) Food.
  - 1. Meals—Customs
  - 2. Lunches—Customs } Etiquette.
- (d) Recreation.
  - 1. Place — Rooms, cellar, yard, roof-gardens.
  - 2. Kinds—Reading, games, music, finger work (boys and girls), visiting conversation.



THE GARBAGE COLLECTOR.





THE BAKER.

- (e) Work.
1. Family duties.  
Sharing.
  2. Personal duties.  
Lessons.  
Dressing, etc.

## II. Assembly—Dignity.

1. Church—Reverence.
  - (a) Entrance, exit.
  - (b) Quiet, attention, participation.
2. Lecture Hall—Deference.
  - (a) Entrance, exit.  
Usual conditions.  
Panic.
  - (b) Attention, applause.
3. Theater—Culture in recreation.
  - (a) Entrance, exit.
  - (b) Dress and Conduct.  
Comfort for all.
  - (c) Appreciation, applause.  
(When and how).
4. Music Hall and Art Centers—Pleasure.  
Frequency of visits, conduct, care of property.
5. Library—Community reading.  
Etiquette.  
Care of property.  
Building, books, statuary, pictures.

## III—School—Comradeship.

1. Authority.
  - (a) Teachers.
  - (b) School laws.
  - (c) Parents.  
Reports, notes, visits.
2. Friendships.
  - (a) Classmates in work.
  - (b) Yardmates in play.
  - (c) Seatmates in assembly.
  - (d) Caretakers of small children.  
In yard work, as escort to school.
3. Work and play.  
Review Grades I and II.
4. School habits.

## GRADE IV.

1. Streets—Clean breathing and moving.
  - (a) Review Grade II.
  - (b) Law.
    1. Symbols of authority.
      - I. Uniforms.  
Postmen, firemen, policemen.

- II. Boundaries.
  - Between houses.  
Curbs.

## III. Printed orders.

## IV. Curfew.

2. Obedience.
  - Passive, active.
  - Care of property.
  - Care of street.

## 3. Results.

### I. Orderly chance to work.

- II. Safety.
  - Life, property, privacy.

## II. City—Consider Socially.

- |     |  |   |
|-----|--|---|
| 1   | Center of work.<br>Business center.                        |   |
| 2   | Homes for workers.<br>Houses in lines and groups.          |   |
| A 3 | Places for assembly.<br>Neatness and number.               | Under Law<br>Requires Worker,<br>Protects Worker.   |
| 4   | Places of Refuge.<br>Sick, aged, orphaned,<br>evil doers.  |   |
| 1   | Collector.<br>Foods, raw materials,<br>money.              | Under Law<br>Center<br>for<br>Life's<br>Necessities |
| B 2 | Manufacturer.  |   |
| 3   | Distributor.   |   |
| 1   | Human mingling in daily life.                              |   |
| C   | Money { Medium of exchange vs. barter<br>measure of value. |   |
|     | Law.   |   |
|     | Education.   |   |

## A—I. Center for work—Local.

- (a) Factories, industries, work.  
Where—what produced?
- (b) Stores—Work.
  - I. Department.
    1. Where? Names of firms.
    2. How arranged?
    3. Why successful?
  - II. Small (local).
    1. Character.
      - (a) Food supply.
      - (b) Clothing supply.
      - (c) Notions.
    2. Where.
- (c) Offices, kinds, work.
  1. Furnishings.
  2. Work or activity.
    - Clerking.
    - Collecting.
    - Soliciting.

## (d) Travel—Work.

1. Street cars; employees.
2. Trains; employees.
3. Ships; employees.

## (e) News carrying, work.

1. Papers and magazines.  
Printing and carrying.
2. Telegraph operators.
3. Telephone operators.
4. Carriers.  
Letters, messages.

2. Homes—For workers.
  - (a) Numbers, places, kinds (local).
  - (b) Necessity.
    1. Eating, sleeping, working, playing.
    2. Privacy to develop self quiet, rest, recreation.
3. Places of assembly—Locally considered.
  - (a) Churches, libraries, museums.
 

Where, how equipped and used?



THE FIREMAN.

- (b) Theaters, moving pictures, music and lecture halls; character, standards, use.
- (c) Parks, playgrounds.
 

Names, where, character, equipment.
- (d) Size; for so many.
4. Places of refuge.
  - (a) Hospitals.
    1. How supported.
 

City, individual, societies.
    2. Uses.
 

Long sicknesses.  
Temporary sicknesses.  
Accidents.  
Train doctors.
    3. Names, where located.
    4. How protected.
 

Laws and noises, etc.
  - (b) Schools.
    1. Children; young people.
    2. Kinds.
      - (a) Public, church, private.
      - (b) Kindergarten, primary, grammar, high, college, special work.
      - (c) Day and night schools.
  - (c) Almshouses.
    1. Use, for unfortunates.
    2. Where and how supported.

## THE WAR OF 1812

HOW THE UNITED STATES, A NEW NATION, WON COMMERCIAL INDEPENDENCE

By ELEANOR CURT WALTHER

University of Virginia

### I. CAUSES OF THE WAR.

Lesson Assignment: Text—McMaster's *School History of the United States*.

How did the nations of Europe regard the United States after the war of the Revolution?

In what ways could England impose on the United States?

In what ways could France impose on the United States?

In what ways could Spain impose on the United States? (Read text and determine the above points.)

What should the attitude of the United States be in case of a war between England and France?

How could France destroy the commerce of England? (Tell Berlin Decree.)

How would England reply?

Text, §251-§253.

In what ways would the United States suffer?

Text, §254.

Propose some scheme by which the United States could get out of the difficulty.

\*(Note: the teacher should discuss the relative merits of the plans submitted. Compare with Jefferson's Policy, §255.)

What effect would this have on American commerce?

How could the people get around this (smuggling)?

Text, §257.

Propose some plan to simplify these complicated conditions.

Text, §259, The Macon Bill.

Account for the fact that the United States was slow in maintaining its dignity toward England and France.

Text, §230, §260.

\*(Note: Divide the class into three sections, naming one England, the second France, the third United States. England and France are sup-

posedly at war. Let the children negotiate treaties, having the interests of their respective countries at heart.)

What is manifested by the fact that the United States submitted to the impressment of sailors as long as she did?

What were the objects of declaring war on England?

(To establish the dignity of the American nation. To acquire Canada.)

Read extracts of speeches of Henry Clay and John C. Calhoun. Ref.: *Caldwell's Source Book*.)

### II. HOW THE WAR FOR COMMERCIAL INDEPENDENCE WAS CARRIED ON!

Ref.:—Use the map of United States. Text: pp. 244.

Tell of the Louisiana Purchase.

What portions of the United States were open to attack by England?

\*(1. Northern Border.

2. Atlantic Sea-coast.

3. The Gulf Coast.)

The United States desired the European countries to recognize her naval prestige. What was necessary for this?

In what way were Calhoun and Clay mistaken?

Text, §263.

Account for the fact that our operations in Canada were at first unsuccessful.

\*Show on an outline map by means of a dotted line how the Canadian conquest was planned; show by a heavy line to what extent it was carried out; mark sites of battles by circles and indicate which side was victorious.

What did the United States gain in the invasion of Canada?

What did Canada gain?

(What lessons can we draw from this as to the future annexation of Canada?)



What action did England then take to destroy our commerce?

(Blockade.)

To what part of the coast did she turn her attention? Why not to New York or Boston?

Text, §268, §269.

How was the burning of Washington regarded in England?

(Read extracts from newspaper accounts.

Star-Spangled Banner.)

What can you say about the spirit of the Americans?

What did England gain by this invasion?

What was the next point of attack? Why?

What advantage did the Americans that defended New Orleans have over the English?

In what ways were the English handicapped?

How did they overcome this?

(Report: "A narrative account of the battle of New Orleans.")

If the war is for the commercial independence, where will the most important battles be fought—on land or sea?

*Assignment:*

Make a list of naval engagements according to the following outline:

American Ship.	English Ship.	Date.	Place.
		Oct. 25,	29 N.
<i>United States</i>	Macedonian	1812.	29 30 W.

Underline the name of the ship that is victorious.

Which county was victorious?

Report: The engagement of the "United States" and the "Macedonian."

The engagement of the "Wasp" and the "Frolic."

(Scribner's, May, 1904.)

The engagement of the "Constitution" and the "Guerriere."

How were these results regarded in England?

(Read extracts of newspaper accounts.)

### III. THE RESULTS OF THE WAR.

*Summary:* What had the Americans gained in Canada?

What had the Americans gained on the Atlantic Coast?

What had the Americans gained on the Gulf Coast?

What had the Americans gained on the sea?

Where had the Americans been successful?

\*Divide the class into two sections, one representing England and one representing the United States; let them draw up a Treaty of Peace; compare this with the actual treaty.

In what did our representatives at Ghent prove themselves incompetent?

What fact, nevertheless, compelled the European countries to acknowledge our commercial independence?

\*Articles to be copied into the children's notebooks.

TEXT: *McMaster's School History of United States.*



## What a Rural Teacher Has Done to Promote Cleanliness and a Good Digestion

By EDITH A. SMITH

Bengies School, Baltimore County



IN schools where children from all sorts and conditions of life come into contact with each other, a teacher must constantly be on the lookout for the prevention of diseases. The children of the poor foreign element present the greatest problem. Often these children will come daily to school when there is a serious contagious disease in the home. The parents, unable to understand our modern sanitation, are almost impossible to work with. The school, then, becomes the place where cleanliness must be taught.

Each child should be required to provide his own towel. The teacher must be rigid in enforcing this rule, and she must see that the towels are taken home for the weekly wash. Each child should also provide a drinking cup. The common drinking cup and the common towel are the direct mediums of contagion. The question arises, "Where do you keep these articles in a small school?" A teacher can find some place where glasses and cups may be kept. The child should be held responsible for the care of his towel. The glasses should rest on clean tissue paper or Japanese napkins and they should have a thorough washing every day.

At five minutes of twelve, lunch time, the signal for dismissal is given in my school. This means "prepare for lunch." Three basins and the soap are brought to a bench placed at the back of the room. Three pupils, each with his own towel, quickly come to the bench, carefully wash their hands and empty the water from the basins

into pails that are standing on the floor. The teacher quickly pours fresh water for three more pupils, and so it goes. Twenty-five children, after practice of this kind for about a week, can get ready for lunch in five minutes.

Lunch comes next. After the hands are washed the children are ready to pass to the lunch table, and in schools the desks, of course, serve as tables. Here the children should sit and eat quietly just as though they were in their own homes. This gives the teacher an opportunity to observe (politely and tactfully, of course) the quality of the luncheons, to suggest to this child a more nutritious lunch, to that one a larger lunch, and so on. Conversation should flow as naturally at these tables as it does at the home luncheon table. The teacher has a wonderful opportunity here to study temperaments and to learn the home traditions and the home training of the child. If the children cannot bring napkins, Japanese paper ones are very inexpensive, and the teacher might keep a supply on hand. Habits of daintiness, order, gentleness, courtesy should result for this social time together, and it is safe to predict that good digestion will follow.

Fifteen minutes is quite a long enough period for the luncheon; thirty-five will be left for play, and it will be play of a freer, more healthful kind than could possibly result from the process we so often see going on at the noon recess period in the rural school—namely, a boy, sandwich in left hand, hat in right, snatching a bite between bats and runs. You know the picture. Teachers, try the other lunch plan.

# SECOND YEAR SPELLING

AN OUTLINE DESIGNED TO HELP THE SECOND GRADE TEACHER OBTAIN THE BEST RESULTS FROM A DAILY TWENTY-MINUTE LESSON

By HELEN M. JOHNSON

Teacher of Practice, Baltimore Teachers' Training School

- I. AIMS.
  1. To provide another medium of expression.
  2. To form a life-habit of spelling correctly.
  3. To arouse within the child the desire to learn to spell every-day words so that he will be able to begin independent written composition.
  4. To hold the child not only for the spelling of the day but for that of every week and the year.
- II. SOURCES OF MATERIAL.
  1. Reading lessons.
  2. Literature.
  3. Nature.
  4. Language.
  5. Number.
  6. Games.
  7. Festivals.
- III. DETERMINING FACTORS IN CHOICE OF WORDS.
  1. Those words that will be of immediate use.
  2. Those words that will compose the child's permanent vocabulary.
- IV. PURPOSE FOR DIVIDING WORDS INTO EQUAL UNITS.
  1. It makes the child responsible not only for the words of the day, but for those of the week.
  2. Many units represent important summaries of work taught in other studies which are thus further impressed.
- V. PURPOSE FOR GIVING SO MUCH SENTENCE SPELLING.
  1. Continually to review the spelling of small words, the mastery of which is necessary before much independent written composition can be accomplished.
  2. It is the first step toward written composition.
  3. To arouse interest in spelling by giving it thought content and making it vital.
- VI. PURPOSE FOR GIVING PHONETIC SPELLING.
  1. To make use of phonetics taught in connection with reading and thus accomplish large results in a short period of time.
  2. To give the ear-minded child a fair chance.
  3. A large proportion of the words in the average vocabulary can be spelled phonetically.
- VII. TIME DEVOTED TO SPELLING, TWENTY MINUTES A DAY.

Monday	
Tuesday	
Wednesday	
Thursday	
	15 minutes devoted to teaching new material.
	5 minutes devoted to oral review.
Friday	Written dictation of the unit taught during the week.
	Time remaining devoted to review.
- VIII. THREE TYPES OF WORDS TAUGHT BY THREE DIFFERENT METHODS.
  1. Listed words which are not arranged phonetically.
    - a. Taught according to method in topic IX-1.
  2. Phonetic lists of words.
    - a. Taught according to method in topic IX-2.
  3. The sentence.
    - a. Taught according to method in topic IX-3 (This step is designed to fill in the breach between word dictation and unprepared sentence dictation. It prepares the way for independent written composition).
- IX. METHOD OF TEACHING SPELLING.
  1. Method of teaching listed words not arranged phonetically.
    - a. Writing of the word upon the board by the teacher—attention of the class focused upon the writing of the word.
    - b. Pronunciation of the word by a pupil or by the teacher.
    - c. Pronunciation of the word by the class.
    - d. The spelling of the word by a pupil, the teacher causing the pupil to pause at the end of each syllable by placing her hand there and thus dividing the word into syllables.
    - e. Pronunciation and spelling of the word by the class.
    - f. Spelling of the word by individual children standing with their backs toward the word. If an individual fails he is allowed to glance at the word and then try again to spell independently.
    - g. Word spelled by class.
    - h. Word written by class.
      - i. Word corrected, if misspelled.
  2. Method for teaching phonetic lists of words.
    - a. Method same as in IX-1, except that less drill is necessary.
  3. Method for teaching the sentence.
    - a. Writing of the sentence upon the board by the teacher.
    - b. Pronunciation of each word by an individual pupil as it is written.
    - c. Reading of the sentence by individual pupils.
    - d. Words in sentence not previously taught impressed in the following manner:
      - i. Pronunciation and spelling by a pupil.
      - ii. Pronunciation and spelling by the class.
    - e. The sentence erased.
    - f. The sentence dictated by the teacher and written by the class.
- X. EVERY NEW LESSON IS PUT INTO PERMANENT SPELLING BOOKS.
- XI. ASSIGNMENT—THE CLASS IS HELD FOR THE SPELLING OF EVERY UNIT TAUGHT.



*A Weekly Arrangement of Subject Matter for the Year.*  
September—First week.

live	made	my
city	bricks	cars
street	name	pass
house	ride	door

I live in the city. I live in a brick house. Street cars run past my door. My name is ———.

September—Second week.

country	horse	flower
grass	rode	visit
green	drove	went
saw	pick	black

I went to the country. I saw the green grass. I rode a black horse.

September—Third week.

goldenrod	tall	road
yellow	like	side
grow	dress	have
pretty	wild	trees

My name is goldenrod. I am a wild flower. I grow by the roadside. I have green leaves.

Source—Nature study.

September—Fourth week.

at	all	sing
bat	ball	ring
cat	fall	thing
fat	call	wing
hat	hall	bring
mat	tall	
pat	wall	
rat		
sat		
that		

Source—phonics.

(To be continued in next issue.)

## PUBLIC SCHOOL PENMANSHIP

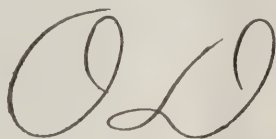
FIFTH PAPER IN THE SERIES ON THE TEACH-  
ING OF WRITING IN ELEMENTARY  
AND SECONDARY SCHOOLS

By J. ALBERT KIRBY

Teacher of Penmanship, Brooklyn (N. Y.) Training School  
for Teachers

ADVANCED WRITING.

WE now take up two beautiful capitals, O and D.  
They are made as follows:



Each is made  $\frac{3}{4}$  of a space high, and is composed of an oval (*ellipse*) and a finishing stroke.

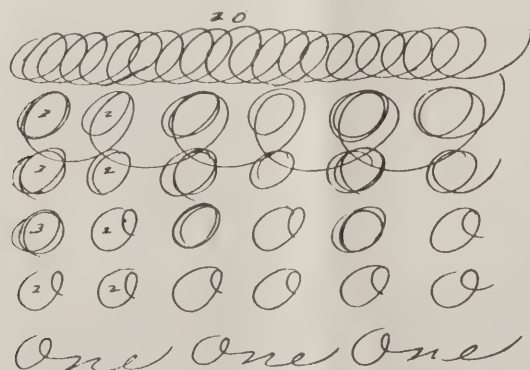
The O begins at the top, swings round, and finishes with a loop occupying half the height and half the width of the oval.

The finishing stroke does not pass out through the side of the oval.

The D begins and ends like O, but it is differentiated by a loop or "toe" that extends half the oval's width, on the line to the oval's left.

Both "heel and toe" of the D must rest upon the base line.

We give each of these letters in a "plate" of six lines, evolving them from the *direct oval* exercise as follows:



CORRECT WRITING POSTURE.

*Line 1* shows an exercise containing 20 ovals and just nicely filling a column  $2\frac{1}{4}$  inches wide.

Use a full swinging motion, relaxing all muscles perfectly, and make delicate but strong lines—every one a "live wire."

*Line 2* begins the differentiation of O from the ovals. The count is "1, 2, 3; 1, 2" for each pair of the six segregated ovals.

Swing well below the writing line, and away around, up and over for the *attack* on the next succeeding oval.

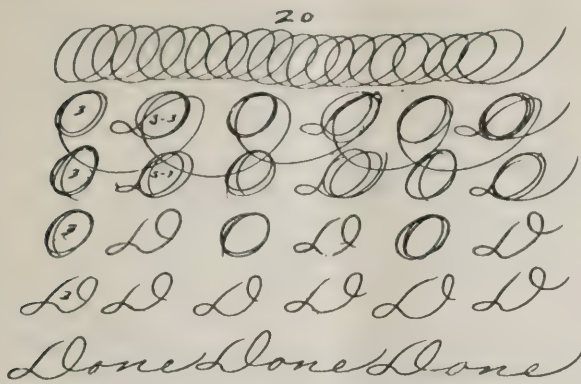
*Line 3* shows a further differentiation.

In this the pen is raised without checking its momentum, swinging round and up just as before, but without touching the paper until the beginning point of the next character is reached, counting as before.

*Line 4* makes the first completed O, counted and finished as described above.

*Line 5* shows six O's made to a count of "1, 2" for each.

*Line 6* applies the O in making the word one, which should be written three times in five seconds, beginning and ending with precise but free movement. This plate is difficult; but think only of the end to be gained. Practice!



Line 1 repeats the ovals as in the preceding plate.

Line 2 begins as did line 2 in cut 3, but after the first three ovals we say "swing" for the "toe" of the D, and "1, 2, 3" for the ovals following it, repeating this for each appropriate part of the whole exercise. (See Primary Writing in last month's lessons for excellent devices for teaching O and D.)

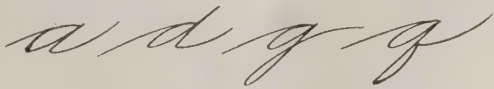
Line 3 begins the differentiation of D, and is counted as before, raising the pen appropriately as in line 3 of the O plate.

Line 4 is counted "1, 2, 3; swing a nice dee," and this is repeated for each pair, as in the preceding plate.

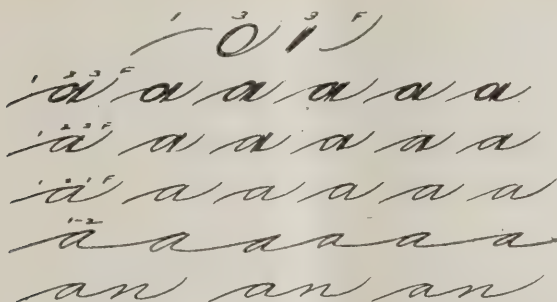
Line 5 shows six D's; for each pair of these we say in a rythmical count, "1, 2, 3; swing a nice dee," suiting the action to the word.

The seventh line applies the D in the word done. This O exercise is the most difficult in our entire course.

Its mastery insures future success. *Practice!*



Here are shown four small letters forming an important group. The "a" is common to each of these, and is developed as follows:



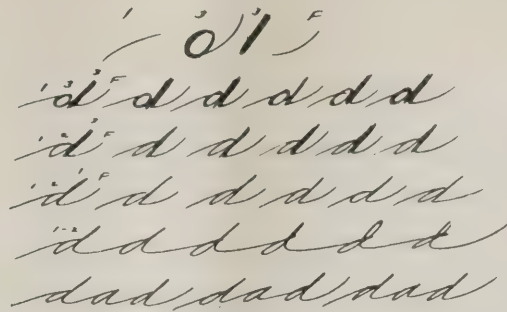
Line 1 shows an exercise made up of a left curve, three retraced ovals, the retraced straight lines, and a finishing stroke. It is counted "1; 1, 2, 3; 1, 2, 3; finish."

Line 2 shows the first step toward the evolution of "a" by a process of elimination, and consists of the left curve, a modified oval (greater in slant than in small "o," and having the right side flattened by a straight upward stroke), plus the straight lines and finishing stroke as before.

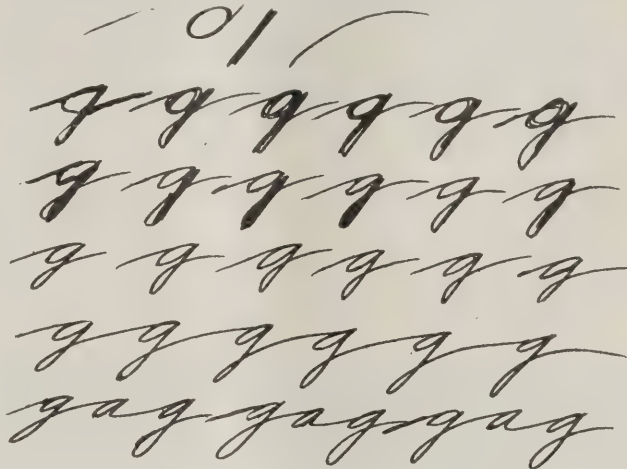
Line 3 forms the completed "a" to the count of "1; 1, 2; 1; finish."

Line 4 joins six a's to a count of "1, 2" for each. You must find the rhythm for yourself.

Line 5 repeats the word an.

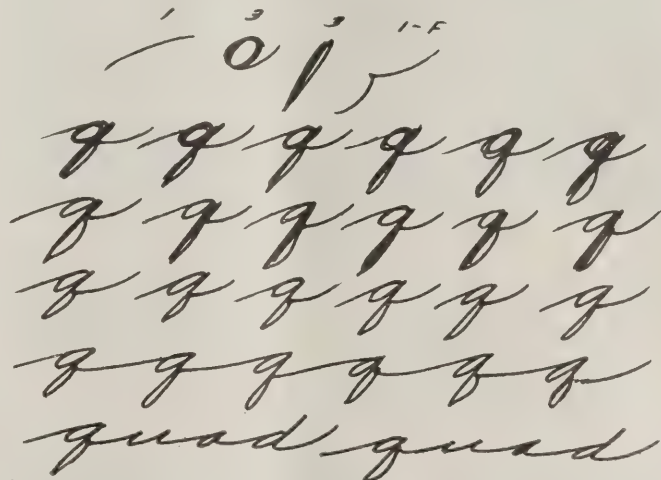


This cut shows the development of d. This letter contains a perfect a, but its straight line is twice as long as that of the a; the count is identical with that of a.



Here g is given.

In development and count it is the same as a and d.



The q has one more count than the other letters of its group.

Study form of letters; assume correct posture and efficient position; practice with ever-increasing speed, always striving, at the same time, for great accuracy.

## PRIMARY WRITING.

### Lesson XI.

Will can hop.  
Zora can hop, too.  
She can hop far

This lesson presents W, Z and p. The beginning strokes of these capitals are identical. The p begins like t and ends like h. Its first stroke is a long right curve; its downward strokes are straight lines. Finish with a strong right curve.



*Lesson XII.*

*Emmeline on the wall.  
 Will she not fall?  
 No she will not for*

Here we take up capital E. Begin it like A; swing into a C and on down and around for E.

*Lesson XIII.*

*Earle can play ball  
 Baby may play ball too  
 Baby is a little girl*

Capital B is presented here. Retrace its straight line, and swing 'round and 'round to complete.

*Lesson XIV.*

*Girls like to sing.  
 George likes to sing too  
 He will sing a song*

Capital G differs from capital S only in the horizontal curve at half its height. In all this work the teacher must continue to make the task a pleasant one.

Appealing to the natural desire of self-expression, use every means at hand to arouse and maintain interest.

Use many pictures to base the "stories" upon. Make every line of writing an exercise in English, story and composition.

## AUSTRALIA

### A LESSON PLAN TO TEACH LOCATION, SIZE, SURFACE AND CLIMATE OF AUSTRALIA

By JULIA DETRAZ

University of Cincinnati

#### Equipment:

Wall maps; globe; surface, drainage, rainfall and vegetation maps.

#### Problem:

Today let us start on an imaginary trip to a far-off land—Australia.

What preparation shall we make for the trip?

Information we must have be- fore we start:	{	Where Australia is situated.
		The route we must take.
		How long it will take.
		The kind of country; size; climate; people?

Use hemisphere map and globe with marked steamship lines.

In which direction shall we go from the United States? Which route shall we take? How far is it?

How find out? Use scale and maps.

I wonder how long it will take for the trip? We know how long it takes to go from New York to Liverpool. How long? How far is it? [3050 miles.] How far is it from San Francisco to Sydney? [6500 miles.] How long, then, should it take for the sea trip? [13 days.] As a matter of fact it takes 19 days for the sea trip from San Francisco to Sydney. Why?

[Slower steamers—not much travel on the Pacific until recently—stops for coal and provisions.]

How long does it take to go from Cincinnati to San Francisco by rail? How many days for the whole trip? [24.] So if we start today, June 1st, when will we reach Sydney?

Since we are to be nearly three weeks at sea, what kind of clothing shall we take? We are starting in June, so what kind of clothing will we need at the start? In seven days we will reach Honolulu. What kind of clothing will we need here? Here we find that people wear white all the time. Now, as we near the end of our journey, what kind of clothing will we need? Why? Where are we now? In what hemisphere? What season? [Winter.] Why?

How far south is Sydney? What Atlantic Coast city is located in the United States the same distance north of the Tropic of Cancer as Sydney is south of the Tropic of Capricorn? [Charleston.] What kind of weather has Charleston in December? What kind shall we expect in Sydney?

#### Summary:

Tell in all the ways you can just where Australia is situated.

#### Problem:

Now we want to find out the size of the country we are to visit.

[Use hemisphere map.]

Using scale of miles, estimate the greatest distance from east to west; from north to south. Estimate the area. Do the same for the United States, and compare.

Use numerical statistics and compare the population of Australia with the United States; with your own State.

Here we have a country a little larger than the United States but with a population less than that of Ohio. Why is this so? [Write down for consideration the suggestions of the children. Might be due to climate; surface; time of discovery, etc.]

Australia was discovered about the same time as the United States. From what countries did the explorers come? In which direction did they come? Where would they probably land? [Land on the western coast.] (Use wind, rainfall, vegetation maps.) Just what kind of a country did these explorers find at this point? What kind of reports would they carry back home? What would be the result?

So no one came to settle in this country. About one hundred and twenty-five years ago Captain Cook was sent by the English to explore the country. Just before he landed on the western coast a storm arose and drove his ship farther east, so that when he did land it was at about the point where Melbourne now is. Use your maps again and tell just what kind of country he found

at this point. What reports would he carry back and what would be the results?

Let us see if the settlers did find this country adapted to home-making and affording means for livelihood.

Read the surface map. Where are the highlands? How high in the northeast? In the central part? In the west? What are our highest hills? How compare? Those in the southeast reach about one mile; then compare with those in the northeast. Give entire statement of highlands.

These highlands are very beautiful and, therefore, help to make the country a desirable place in which to live. (Teacher should show pictures and give some facts about beauty and picturesque elements.) Read the rainfall map. Why do you think the two extreme southern points have so much rainfall? [In path of westerlies.]

According to what you know of the country, where would you expect to find the rivers? Why? (Use good map of Australia.) How many rivers do you see on the Eastern Coast? Why do none appear on the map? [Too short, steep slopes.] In what direction will the rivers flow? How long will they be? What kind? Of what value would these rivers be to the settlers? [Navigation,

timber, waterpower.] How would these rivers affect the development of the country?

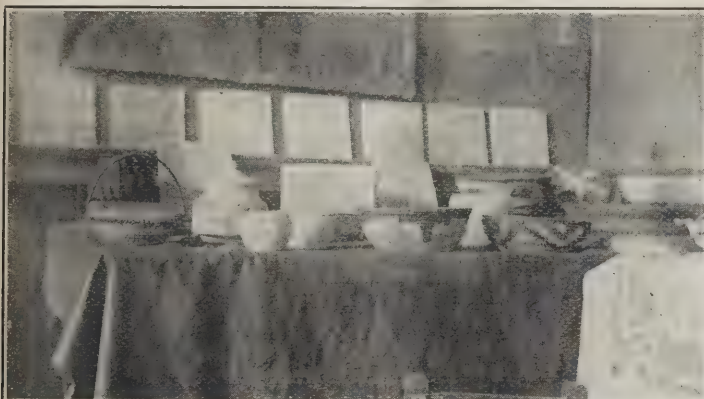
Find the longest river system in Australia; trace its course. Estimate its length. Estimate the length of the Ohio. Compare. Do we consider the Ohio a larger river system? Discuss the rainfall in this portion of the country. At the sources. What result will this bring about? In the summer season the Darling dries up until it is merely a series of pools and mud holes and in places one can walk across it on dry land. Compare with Ohio. It has not a single permanent tributary. Of what value will this river be? [Navigation, industry and waterpower. Development of the country.]

There was a man who wanted to find the source of this river. He explored and found that it arose in a great chasm, with beautiful tropical plants growing all through the chasm. The sides rose straight and steep 5000 feet.

Now we are ready to find out where the people live in Australia and what they do.

*Problem:*

[A good review question would be: Tell what differences it would have made had Australia been 1000 miles farther south.



THE ABOVE PICTURES SHOW TWO EXHIBITS OF WORK DONE BY MISS ARNOLD'S PUPILS.

## MANUAL ARTS AND UNGRADED CLASSES

POSSIBILITY OF CORRECTING DELINQUENCY AND TRUANCY BY INTERESTING THE WOULD-BE TRUANT IN MANUAL ACTIVITIES

By GRACE STANSBURY ARNOLD

School No. 48, Baltimore City

THE hope of the world is forever in the children, because they are the coming builders of national life and progress. It, therefore, becomes the duty of all educators of child-life to contribute their share toward the task of solving the grave problems of childhood, such as the preventives for delinquency, truancy and deficiency. The truant army may be divided into two classes—the “born truant” and the “made truant.” The members of the first class are simply juvenile tramps. The “made truant” is a different proposition, and it is with him that we so frequently have to deal.

In dealing with the “male truant” problem, teachers, truant officers and school officials must co-operate to overcome the pernicious influence of sensational books and plays and parental indifference, and save the boy from himself, thereby giving him a square deal with life. At a certain stage in the life of many boys we find the child afflicted with a lack of moral sense. He feels a sense of

injury at being expected to take part in the regular class exercises, and discontent pervades his whole being. Without reason he flies into a temper. In finding a way to evade his daily tasks the boy is led by some old offender to play truant. The offense is repeated, and in the end he becomes a “made truant.”

The prevention of crime, rather than its punishment, is the watchword of the day; therefore ungraded classes and parental schools are established for truants and defectives. The ungraded class is not intended to be a reform class in the penal sense of the word; it is a preventive, rather than a cure, for that which may lead to crime. Through its manual activities the function of the ungraded class is to train a child to work, to love work, and to do that which best develops his mind, body and soul.

It is desired, first, to arouse the child's interest, and then proceed along logical lines to the training of his



will. Nothing arouses interest better than one's endeavor to make something. As Francis Parker aptly says: "Making is the natural beginning and foundation of all the conceptive modes of expression." Exercises must progress so as to ensure a growing interest in manual training. Quoting O'Shea: "The child's manual activities must be on a line of difficulties that gradually increase, but not surpass his power."

When we have aroused the boy's interest we have secured a strong foothold on the ladder which leads to his normal success. Interest trains the will, and it is the moral will which we wish to build up. From interest and will we may proceed to power. By his work at the bench the boy sees for himself whether he has been successful or not, and he begins to develop a moral habit of confidence. And what ensures success better than confidence?

Handiwork cultivates a sense of sturdy integrity and moral power. Clarence Carroll writes, "Bodily occupation is everywhere elevating and healthful; and morality and religion are built upon industry."

Manual training develops habits of perseverance. Shakespeare says:

"Many strokes, though with a little axe,  
Hew down and fell the hardest timbered oak."

There must be a proper correlation of the manual arts and the prescribed course of study. The child becomes interested in lessons relating to the different localities where lumber camps are located, and in finding where various woods grow. Children have a chance to learn by experience the grain, texture, color and value of the wood with which they have been working. It is interesting for them to know that the houses they live in, the chairs they use, and even their pencils were once part of a living forest.

Nature work may be correlated with the manual arts by having short talks on forestry, rainfall, climatic effects and droughts. By presenting to the class problems relative to the value of lumber, price of labor, cost of material and measurements, both linear and surface, the correlation of mathematics and manual activities is made possible.

Dr. Haney writes, "The term 'manual training' is misleading, for it apparently excludes drawing—the first of all agents in the education of the hand 'manual arts' is a more comprehensive term. Drawing, construction of all kinds, color and design are to be carried on as the 'arts,' with an actual dovetailing of each topic with the other."

In the true sense of the word, all incorrigibles are abnormal. Minds of defective children are stimulated by working at tasks where motor activities are involved. Balliet points out that "manual training, while requiring the co-ordination of eye and hand at the same time, knits together the cerebral areas concerned, and this results in a general betterment of the whole organization of the brain."

The views of prominent educators of today toward the progress of the manual arts in our public schools may be summed up in the words of Professor James: "The most colossal improvement which recent years have seen in secondary education lies in the introduction of the manual training schools; not because they will give us a people more handy and practical for domestic life, and better skilled in trades, but because they will give us citizens with an entirely different intellectual fibre."

It is true that many objects made by children in the classroom have little commercial value, but the reasoning, judgment, self-control and power which are developed by intensified manual activities cannot be bought.

Do results warrant the expenditure which is required to keep ungraded classes in running order? Do ungraded classes and parental schools serve a better purpose than reform schools? It is an established fact that money expended in making good citizens is better spent than that in prosecuting, trying and punishing criminals. In the words of Goethe:

"If hand and eye you deftly train,  
Firm grows the will and keen the brain."

## A FLOWER RIDDLE

By JOSEPHA B. MULFORD

Teacher of First Grade, Washington, D. C.

Your pretty yellow head  
Nods high in meadow grasses.  
You shine from close-cut lawns  
To greet the child that passes.

You grow in every sort of place;  
Man cannot drive you out,  
For, after he has mowed you down,  
You send a shorter sprout.

The big sharp tooth along your leaf,  
By which you get your name,  
Reminds us of the king of beasts,  
The lion of forest fame.

And, just as he is king of beasts,  
So you are king of flowers,  
Oh, little yellow meadow star  
That dots this land of ours.

The Indian loves you for your root,  
The doctor for your leaves;  
The Maypole glories in your flower;  
A golden chain it weaves.

The children love your fluffy balls,  
By which they tell the time;  
And, best of all, your shimmering curls,  
Which 'round their fingers twine.

But when the mid-day sun is hot,  
Or birds at night are still,  
You fold your little flowers in green  
To keep them all from ill.

And then the stars of heaven shine  
'Till morning sun is bright,  
When you awake from sleep again  
To scatter stars of light.

In fall your golden hair turns gray,  
And soon your head is bald,  
While all your seeds fly east and west  
As by the wind they're called.

Then sound they sleep through winter,  
'Till spring comes 'round again,  
With voice of frog and turtle  
And song of little wren.

Now we've told so much about you  
In these running lines of rhyme  
That the guessing of your name  
Ought to take but little time.



# Chicago Meeting of the N. E. A.

FOR the first time in twenty-five years the National Education Association will be the guest of the city of Chicago from the sixth to the twelfth of next month. It is curious to compare this monster annual gathering with the humble beginnings of the society a half-century ago. Organized in 1857, the Association numbered only a few score, or at most a few hundred, until 1884, when the first great meeting was held in Madison, Wis. Under the energetic leadership of Thomas W. Bicknell several thousand people were brought together in the little town and filled the hotels and private houses to overflowing. Probably more notable educators attended that convention than had ever come together in America before, and the Association dates its prosperity and wide influence from that year.

This year's meeting is the fiftieth, for two meetings were skipped during the Civil War and two meetings shortly after its close, and no meetings were held in 1903 and 1906. It is believed that the attendance will surpass the 35,000 mark set by Boston in 1903, for most of the teachers of the country live within a twenty-four hours' ride of Chicago. The program is of unusual interest, including as general topics: The American High School, the Public Schools and the Public Health, Rural Life and Rural Education, and the Social and Civic Center Movement in America. The headquarters of the convention will be at the Auditorium and Congress hotels, and ample accommodations will be provided for all members. At the close of the convention the guests will have a choice of several hundred moderate-priced excursions to point of interest on the Lakes and in the West.

Chicago itself, the city of phenomenally swift develop-



THE HARPER MEMORIAL LIBRARY, THE UNIVERSITY OF CHICAGO.



THE CHICAGO PUBLIC LIBRARY—DELIVERY ROOM.



THE FIELD MUSEUM OF NATURAL HISTORY.

The museum is at present housed in the former Fine Arts Building of the World's Columbian Exposition, located in the north end of beautiful Jackson Park. The building is soon to give way to a permanent structure to be erected expressly for the needs of the museum.

ment, is an object of never-failing interest to visitors. The grassy swamp drained by the "Che-cau-gou" river was seen by Marquette and Joliet in 1673, but it was not until 1803 that Fort Dearborn was built here on land ceded by the Indians. In 1830 the town was laid out and had a population of 100. In 1837 there were 4,170 inhabitants, and the first city charter was issued. In 1850 the city contained 29,963 people; in 1860, 109,206; in 1870, 306,605; in 1880, 491,516; in 1890, 1,098,576; in 1900, 1,698,575; in 1910, 2,185,283.

With such a growth Chicago has had little opportunity for the ripening and refining processes that lend a charm to older cities, but in this very fact lies its unique interest for the visitor. He feels that he is in a maelstrom of gigantic social forces and sees on every hand the evidences of huge, unregulated growth. Chicago presents, in fact, the impressive spectacle of a modern metropolis in the making.

Though almost lost to sight in the evidences of commercial activity, there are in Chicago a great number of cultural agencies which have reached already a high stage of development. Such are the Art Institute, with a collection surpassed by few in America; the Public Library, with 350,000 volumes; the Newberry Library, with 325,000 volumes; the John Crerar Library, with about 300,000 volumes; the Field Columbian Museum, for which a \$5,000,000 building will soon be erected; and the University of Chicago.



The last named is of special interest to teachers and deserves a few words of comment. In rapidity of growth the University has been true to Chicago traditions. It is the successor of an older institution of the same name, which closed its work in 1886. The erection of buildings for the new university was begun November 26, 1891, and the doors were opened to students on October 1, 1892. During the year 1892-3 698 students were admitted; in 1910-11 the enrolment was 6466.

Besides the collegiate or undergraduate department, the University includes the Graduate School of Arts and

Literature, the Ogden (Graduate) School of Science, the Law School, the Divinity School, the Rush Medical College (affiliated), and the School of Education. The campus is beautifully located on the Midway Plaisance, a strip of public park. Its thirty Gothic buildings of blue limestone form a harmonious group, which reaches a climax in the Harper Memorial Library. This great building has just been completed, and its noble facade, overlooking the smooth lawns of the Plaisance, speaks eloquently of the richer future of the huge industrial center of which it is an integral part.

## FESTIVALS

A MONTHLY DEPARTMENT DEVOTED TO THE EXTENSION OF FESTIVALS AND SMALLER CELEBRATIONS IN THE COMMUNITY WITH SPECIAL REFERENCE TO SCHOOLS

Edited by Peter W. Dykema

Director of Music and Festivals, Ethical Culture School, New York City

[Contributions for this Department should be addressed to Mr. Dykema]

### FOLK-PLAY AND COMMUNITY FESTIVAL

THE SIGNIFICANCE OF THE MATERIAL IN DETERMINING FESTIVAL VALUES

By ANNE A. T. CRAIG

Author of "The Dramatic Festival" "The Neglected Quantity," Etc.

INTRODUCTORY NOTE.—Mrs. Craig, who is already known to the readers of this department through her stimulating article on "The Ultimate Values of Festivals," in the March ATLANTIC EDUCATIONAL JOURNAL, and the publication of whose volume on "The Dramatic Festival" is announced elsewhere in this number, has presented below an article that will repay careful reading and contemplation.

P. W. D.

THE dramatic festival, in schools, or in the wider educational field of public recreation, carries two values. As focus for the lyric arts it brings out personal energies and creative force, while through those materials which naturally suggest themselves for its production it may present knowledge of the world's life as shown through her arts, customs and literature. Plainly a true culture in history and the humanities is inherent in it.

These two values represent the two divisions of culture: That from within and that from without. From the first breath one draws these two cultural forces act and react upon each other—but in the development of them, that from without is secondary, since, lacking development of personal initiative and creative energies, the widest sort of knowledge from without is of little avail, for its highest benefits lie in suggestion to creative energies already quick and ready.

To make the action and reaction of these two avenues of culture continually harmonious and at the same time increasingly rich throughout their course, a clear balance needs to be maintained between the administration of materials from the outside, on the one hand, and the building of that vital energy which is eager to acquire and to create on the other.

In the process of awakening energies the physical and the aesthetic awaken first, naturally, while the mature

intellectual powers are unfolding more slowly. To respond to this order, material for activity to expend itself upon, and material to respond to the awakening aesthetic sensibilities, therefore, are called for first. Of these demands such material as responds to the aesthetic awakening is represented by folk-lore and romance rather than by the product of deliberate and finished art. For the materials of folk-lore represent the elementary humanities, if anything does, and are expressed, therefore, in such terms of activity and sensibility as correspond to young people's own early forms of expression, or the forms of expression indicative of any awakening of energies.

For instance, in a rational pedagogical scheme children in the elementary periods of their growth are given materials to use their physical energies upon, and to employ usefully the mental inventiveness and acquisitiveness that markedly characterize certain years; that is, natural science, presented simply, outdoor work, simple mechanics, manual training; and they are given periods for expression in the lyric arts of dancing and singing. But in the lyric arts, which concern our discussion, a choice is made in forms; the folk-dance, expressive of spontaneous enjoyment, fitly precedes as material the dance of art—that for deliberate effect; and music similarly expressive of simple feeling is preferred to compositions representative of a more self-conscious art.

The folk-tale, the ballad, or the folk-play present the same order of values. If we employ them for school exercises they give scope for the expression of such simple human action as befits the capacity of children, and they present themes they can understand, as well as giving them just such light on the history of the peoples of the world as they need to have, and can best grasp; a view of popular life at its simplest.

For festival material, then, the simple products of folk-lore present a basic supply. It is plain to be seen that this applies to the schoolroom; but it also applies to other departments in the development of expression through the arts, and belongs pre-eminently to expression through the arts as focused in the dramatic festival wherever carried out. The use of folk-material, in its elements, or in the concrete form of a genre play, or of a broader community festival, must be a means of throwing light on that life of any people which represents them as



they are, stripped of the artificialities of complex society; it must reveal the basic character of any popular or national life. Without this revelation of elementary character, without seeing it clearly, upon what base can any art be built through which is to come an understanding of complex social conditions or individual character? For the artist, and for the mature person, as well as for the child, the intellectual complexities come second, the simple humanities first. Those who have built the great art of peoples have built it from a realization of powers expressed in the elementary phases of the popular life, first of all.

But as to the use of folk-plays for study, it is not so easy to find them ready-made, though here and there a small collection, or a few single plays, reward search. For the true folk-play must grow from its locale, among its people as a spontaneous form of recreation and expression; or it must be created from the materials of a people's folk-lore and homely doings out of thorough knowledge and keen artistic sympathy, when it is the product of someone not a native. For good typical folk-plays the teacher may recall the homely little plays of Hans Sachs and, modernly, Mrs. Voynich's translations of short Russian plays—and a few more French, Spanish, German ones—come to mind. For peculiarly apt instances here, the plays presented in this country the past year by the Abbey Theater players should not be passed over. They present, also, a case in point of the product of an artist capable of catching the true spirit of the people, although himself not one of them. John Millington Synge, though an Irishman, was no native of Inishmann or Aran, but he lived among their people and knew them well; he was a man of the world, but he saw them with the eye of the artist, and the understanding of the poet, and he made, for these reasons, a reflex of their life that was truer than any native one of them could have done, unless also the poet and artist. To be aloof from environment sufficiently to report its incidents with the kindly satire of real insight must give the final touch of truth to any product of art.

Where we can find a true folk-play as created out of the life of the people it will be worth attention—or from the hand of the true poet; but for purposes of study to employ as illustrative drama in our schoolrooms or our social centers, it is not without value to create folk-plays ourselves from the available lore of different countries—even if the product should lack the fine flavor of perfect realism, or of the keenest art. It is not always possible to live in a country in order to know about its life; we cannot transport ourselves to other periods in the world's history, but we need not debar ourselves from such realization and enjoyment of the life of other times and places as research and fancy can help us to, on that account! A simple story built from the incidents of any people's provincial, homelier life, given local character by what is appropriate to use of their customs and arts, as far as we can know them, may make the substance of such productions. Human nature being the same in its fundamentals the world over we need not go astray in the matter of plot and development of general action in creating such plays any more than in any other kind. Moreover, since it is customs and environment which modify our fundamental tendencies, throughout history, in our building of an artificial folk-play for such purposes of study, the consideration of such influences on the supposed development of a play's motive is not without value in the schoolroom or elsewhere where play study is the object, or where the play is used to illustrate other studies.

But aside from the creation of the artificial folk-play for such values as these we may, wherever we are, create the true folk-play of our own life and environment. How-

ever valuable in its own way it is to us to create the artificial play for illustrative purposes, the play produced from what we know best about us will be the most vital product; and it will be the best value we can give to others not of our own community. We have always our own people about us; our own folk-lore is building, but we do not always appreciate the riches this holds out to us. We can always create our own local art, with its true story of ourselves and our history, if we open our eyes to the materials closest to our hands. Pedagogically it is easy to see how this may apply; how the enactment, in the schoolroom of incidents of familiar life may have benefits in some respects greater than those of the play created to reproduce life only known through books and narrative. In the larger field of social recreation and awakening to the arts this native-born play has been represented in this country by the town pageants, the community drama and festivals of late years, in an almost ideal form. For these community festivals or pageants have been the product of sympathetic co-operation between artist directors and the community folk themselves, giving with a will the material of their own history and traditions. Such productions must have the best qualities of both the native ingenuous folk-play and what the artist may give who is sufficiently on the outside to see the best possibilities of the material. Besides, arts on their native ground are more valuable to study than transplanted, and it is well demonstrated that all this town pageantry has awakened natives to their own capacities and contributed object lessons to their neighbors. The country fair has been a step towards such demonstration, but a dramatic form focuses effects which in the fair are scattered and desultory; besides the personal expression emphasized in the dramatic form is in itself an invigorant.

All about us in America we have communities which represent nearly all the races and nations in the world. There are two ways to read the values they have for us. Their energies may be "assimilated," as we call it, and they may, on the other hand, besides contribute them in ways still representative of their distinctive racial character. These contributions to our life they are all the time making, of course, by natural process; but the distinctive racial character is more and more disappearing. Yet it has historic, if not personal values, worth preserving. These communities present unending supply of material for those arts which can best reflect and carry on the truths of life, for these communities present to us the gamut of conditions with variety of race tendencies, and in especially clear lines the simple, the homely, and the unconsciously intense in human incident. To go among these communities, which remain markedly foreign, and encourage them to express in their festivals their own traditions, while also representing ours, stimulates them, wherever it is done, and at the same time preserves a value for us. Our tendency is just a bit too British in this respect, often too eager to "assimilate" instead of realizing that, like the individual, that community which develops distinctive abilities and character most completely, in the end contributes the richest values.

But beyond its value as an expression of single locality or type the "local-drama" may have a greater reach. In certain of its forms it may be fundamental in the building of a true national art expression. To do this it must go beyond the narrower type or local expression and carry the message of a wider range of national impulses. If these impulses were to be counted by race tendencies in our midst the problem of their expression, in this country at least, might seem impossibly complex; but since national impulse is exemplified in principles in the germ of a people's founding it is not racial tendency, but human motives by which it is expressed. Conglomerate as we are racially the impulses that sent pilgrims of no matter



what race to our shores have been for the most part similar, and they have remained the representative impulses of our nation to this day—the insistence upon freedom of thought and action in conjunction with just principles—its main and highest impulse; the healthy and energetic urge to adventure and useful enterprise in untried fields, the second one. With these motives actuating us, we could hardly fail to stand for freedom, humanity, industrial energy, and this is in fact the seal and stamp of us as a people, and marks in one way or another all we do.

It is the arts of a people that put its message into such concrete form as to make it the most telling object lesson. Such object lessons in the study of ourselves are of the greatest importance, for it is only when a people does look in and study itself that it comes to the necessary command of faculties for fulfilling its aim, for responding to its initial urge in final values. We know this of the individual, and it is as true of a nation.

Just as our industrial life and other forms of our activities are marking us, quite regardless of our will, in the same way our arts; and that great focus of them, our drama, will mark us in more and more concrete and definite form; and as it shows us ourselves more and more plainly we shall come to build more and more definitely towards our better ideals.

Here and there in our country a dramatist has touched off our life, our true spirit for us sincerely. We have more plays of true local color and tenor than we always credit ourselves with, but it seems the community pageant has been left to show us how to go to the core of the matter. For it is plain that in our heterogeneous society all its expressions are not of the simple, and the provincial, such as furnish the elementary humanities as folk-life of the plainer orders furnishes it—nor is it all composed of such life as preserves our country's traditions in their clearest form. We must seek such exposition of our national tendency and tradition in those provincial districts which have here and there remained far enough aside from the hurry of current life, and from the relays of immigration, to preserve, clear cut, types and traditional custom and thought sincerely characteristic of our nation's life from its beginning. It happens that the town pageants we have produced in the last decade have been actually of this type, and have served valuably to show us how we may bring out in our expression through our arts the sterling traditional impulse of our own people as a national type; a national tradition that absorbs racial differences at last and turns itself to work out a destiny foreseen from the first. For unquestionably from the knowledge of our traditions and powers which these community dramas by their definite object teaching may show us we possess, shall come material for concrete forms of drama and other arts more typically and fully than hitherto.

This is the broad use to us of understanding the elementals in the character and tendencies of our own people; of any people's understanding itself, and a use that is not only furthered by study of just these materials of folk-lore and traditional country life as we are considering, but to which their consideration is essential. It is to be seen, too, that the values of dealing with these materials of simple life and homely tradition and worthily treasured principles, are for the schoolroom and the community for the same reasons: because they present the elementary humanities in such terms as respond to developing energies in young people or in comparatively dormant communities, and by this means, by giving insight into life in simple terms, provide the only basis for understanding it in its complexities, or for giving intellectual acquisition and activity in further ranges, vitality or importance.

## The Newer Forms of Festival Activity

By WILLIAM CHAUNCY LANGDON

Master of the Pageant of Thetford (1911) and of the Pageant of St. Johnsbury (1912)

INTRODUCTORY NOTE.—During the summer the readers of this department will have opportunity to expand their horizon in the matter of festivals, both by attending some of the numerous celebrations which are projected, by reading some of the three or four festival books which are now claiming attention, by participating in the festival courses at educational institutions, and by ruminating over the various problems which have arisen during the year. Mr. Langdon is one of the foremost pageant workers in this country, and in the following article suggests a number of questions which are under discussion among the workers of this field. The editor will be glad to receive and transfer to him material bearing upon the queries he raises. Mr. Langdon also gives a brief historical survey of the various kinds of celebrations which he expects later to treat more fully in a volume devoted to pageants.

P. W. D.

SURELY never since all the animals were brought before Adam and he gave them their names has there been such need for names in any field as there is today in the field of so-called Pageantry. Everything is called a pageant. Speaking with all seriousness, the Greek Drama, the Coney Island Mardi Gras and the sweet little dances of children in the kindergartens have all alike been called "pageants" by intelligent people. And, of course, these are only the extremes. The word "drama" is a narrower, more technical term; it has a more definite meaning and is, therefore, more useful than the word "pageant" in its present general use. Simply on the low ground frequented by the utilitarian spirit ought we not emulate the example of our good Father Adam, call all of these animals before us and give them names? Each one so wonderful, so unique—this one so graceful and charming, that one so close-knit and powerful, another so simple and natural—they are very different from each other and they need separate names.

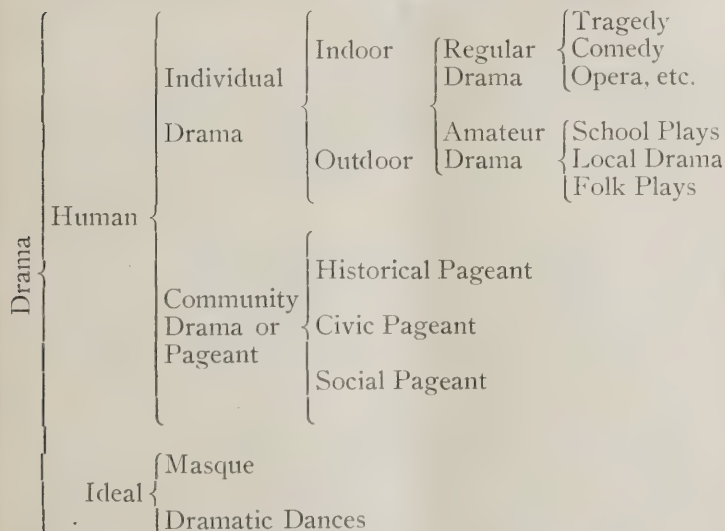
Who shall do it? When the animals were named the responsibility was very clearly indicated. The selection is now harder to determine, but there need not be only one, and the responsibility for the resulting names can be divided. This is an advantage that Adam did not have and that compensates for the undisputed simplicity of Adam's task. So the writer will volunteer to be one, and he hopes that others will forthwith resent his arrogance in thus stepping forward and will also come forward to question his suggestions, to the end that there may come from the discussion a sensible and generally acceptable terminology for these new forms.

As soon as one faces this task one's appreciation of Adam as a poet, the first poet, in the strictly literary sense of the word, gains an amazing degree of reverence. A name is a concentrated poem. In one word, with only the sound of its consonant and its vowels and sometimes of a few associations (which must not be so close as to blur the designation)—in one word to express the character of an object or of an idea is the task of a literary genius. He who can invent a good name should by virtue of that one word be recognized as a poet. Yet how easily Adam accomplished it, as narrated in the Book of Genesis, "And Adam gave names to all cattle, and to the fowl of the air, and to every beast of the field." He simply did it. Alas, that there is left no suggestion of his method for us.

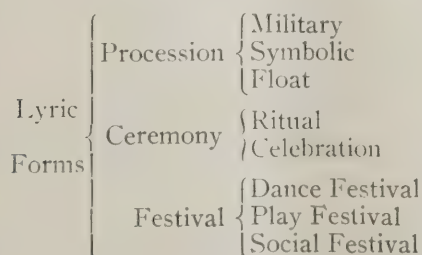


Classification is what we need, at least a little of it. We must realize, to begin with, that there is very wide variety in the current popular dramatic and semi-dramatic output. It may be that a frank recognition of this will help solve the difficulty. It is in this belief that the following diagram is offered. But the writer wishes evasively to say that he does not insist upon all that he presents in this outline. He is not himself altogether satisfied with the classification, but simply offers it as something, whether better or worse than nothing, in the hope that it may provoke the better thinking and writing of others.

Turning now to the lyrical forms of the new activities, the pre-eminent advantage of the three kinds of Procession is that they can be used in the public streets, and so more people can see them than any of the other forms, while their use is not precluded from the localized work of pageant grounds. They should be regarded as distinct art forms, having principles securing their best effects and worthy of the keenest, most sympathetic attention of the artist.



Close akin to these dramatic forms are certain other forms, lyrical in their essential character, which clearly do not belong in the outline of the drama and yet which are sometimes closely related. In particular instances often one who tries to adjudge classification will find he must arbitrarily resort to the "discretion of the court" to decide whether it be called dramatic or lyric.





Rituals are the stated ceremonies of organizations, religious, fraternal or educational. Instances of perfected forms are the Requiem Mass of the Roman Catholic Church, the Morning and the Evening Prayer of the Episcopal Church. Another instance is the Ceremonial of the Camp Fire Girls. The Celebration has as its informing principle the honor of a national or other holiday. An instance is the celebration for the Fourth of July offered in Pamphlet 114 of the Russell Sage Foundation. The Festival is an expression of joy and is naturally multifolk in its forms. Clearly distinct are the Dance and the Play festivals, to which is added the Social Festival. This would include such forms as present a picture of social customs, as the Dutch Days on the Hudson at Croton, New York. It may be thought that the Flower Festival should be given separate mention, but are not these in form either processions or dances, the flowers being rather a chief element in the costuming?

Are these the characteristic differentiations to be noted in the flood of festal activities that are expressing the essential joyousness and hopefulness of the American people? Close study and sympathetic analysis is much needed on this subject. But the names—how few of them are at all adequate to express the rich and joyous character of the various forms. Pageant, Masque, Folk-Play, Festival—these are the only ones. Here is the opportunity for some poet, some son or daughter of Adam with the pristine joy of the days before the Fall in him, to prove his heritage and find or make a word that will express the quintessence of some one or other of the natural divisions of the original dramatic or lyric beauty that is welling up all around us, and add to the store of the golden words.

### Pageantry in America During 1912

SO rapid has been the spread of pageantry in this country that it is difficult to realize the movement here is but a trifle over three years old. Last summer fully 25 civic celebrations of this type were held, and it is probable that the number will be doubled this year. This means that 25,000 or more people will probably be involved in some kind of pageantry during these 12 months.

Since there is no central bureau of information, it is impossible to give a complete list. The following, which have come to the notice of the editor of this department, may be mentioned as a partial guide. In order to indicate the scope of the subject-matter, reference will be made to some celebrations which, by the time this notice appears, will already have been presented:

Patriots' Day Celebration—Charlestown, Mass., April 19. Miss Lotta A. Clark, director (producer of the first American pageant, "Pageant of Education," in Boston).

Pageant of the Sea—Grand Manan, New Brunswick, May 28.

Dutch Days on the Hudson, at Croton-on-Hudson, May 30, 31, June 1. Mrs. Henry Mussey, director.

Historical Pageant—Schenectady, N. Y., May 30, 31, June 1. Miss Constance D'Arcy Mackay, director.

Perseus and Medea—Baltimore Playground Association, May 30 and June 1. Miss Virginia Tanner, director.

Historical Pageant—Brattleboro, Vt., June 5-8. Miss Margaret Macclaren Eager, director.

Camp Fire Festival—A Pageant of Womanhood—Thetford, Vt., August 3. Mrs. Charles H. Farnsworth and Dr. W. E. Bohn, directors.

Martha's Vineyard, Historical Local Drama—West Tisbury, August 10-13. Mrs. Frank B. Look, director.

Community Pageant—St. Johnsbury, Vt., August 15, 16, 17. William Chauncy Langdon, director.

Fayetteville and Saratoga Springs, August. Miss Eager, director.

Erasmus Hall High School, Brooklyn, N. Y., October. Miss Maude M. Cunningham, director.

Historical Pageant—Philadelphia, October. Ellis P. Oberholtzer, director.

Other tentative announcements are:

Edwardsville, Ill., September. Thomas Wood Stevens, director.

Roxbury, Conn., September. Miss Katharine Craven, director.

Dates not given: Columbus, O.; Portland, Me.; Newton Center, Mass.; Dobbs Ferry, N. Y.; Utica, N. Y.; Marblehead, Mass., and Frostburg, Md. Industrial Pageant, Billings, Mont., Louis P. Eaton, director (probably not until next year).

## MARYLAND STATE TEACHERS TO MEET

UNUSUALLY ATTRACTIVE PROGRAM HAS BEEN ARRANGED FOR THE GATHERING THIS MONTH AT BRADDOCK HEIGHTS

THIS year's program for the annual meeting of the Maryland State Teachers' Association speaks for itself. It holds out the promise of profitable and interesting discussions to every educator who makes the journey to Braddock Heights the end of this month. On the whole, the program is perhaps the most attractive that has ever been arranged by this association. Moreover, the State organization is stronger today than ever before in its history, and no Maryland teacher who can arrange to attend this gathering should miss the exceptional opportunities afforded by the annual mingling of the more progressive of the State teachers. The program as now arranged follows:

### GENERAL SESSIONS.

#### AUDITORIUM.

*Tuesday, June 25, 8 P. M.*

Music.

Prayer.

Address of Welcome—HON. HAMMOND URNER, Chief Judge Sixth Judicial Circuit of Maryland.

Response—SUPT. WOODLAND C. PHILLIPS, Howard County.

Music.

President's Address—EARLE B. WOOD, Montgomery County.

*Wednesday, June 26, 8 P. M.*

Music.

Address—HON. PHILLIPS LEE GOLDSBOROUGH, Governor of Maryland.

Music.

Address—PROF. W. H. KEISTER, Fraternal Delegate from Virginia State Teachers' Association.

Music.

*Thursday, June 27, 8 P. M.*

Music.

Address—DR. P. P. CLAXTON, U. S. Commissioner of Education.

Music.

Address—DR. W. M. DAVIDSON, Superintendent of Schools, Washington, D. C.

Friday, June 28, 9.30 A. M.

Music.

Business meeting:

Report of Maryland State Teachers' Reading Circle.

MISS M. W. TARR, *Secretary*.

Report of Committee on Resolutions and other committees.

Election of Officers.

## SECTION MEETINGS.

### DEPARTMENT OF SECONDARY EDUCATION.

CHAS. G. MYERS, Rockville, Md., *Chairman*; OLIN R. RICE, Cumberland, Md., *Secretary*, and B. F. CONRAD, Hagerstown, Md.

Wednesday, June 26, 10 A. M.

Business Meeting.

Report of Committees.

*Our High School Curriculum*,

ARTHUR F. SMITH, Lonaconing High School.

*Oral Composition*. B. E. FLEAGLE, Baltimore City College.

Address,

DR. EDW. H. BUCHNER, Johns Hopkins University.

Thursday, June 27, 10 A. M.

*The Study of Magazines*,

B. E. FLEAGLE, Baltimore City College.

*The Socializing of the Secondary School*,

F. A. MANNY, Teachers Training School, Baltimore.

*Duty of the High School as a Tax-Supported Institution*,

B. K. PURDUM, Asst. State Superintendent.

### DEPARTMENT OF ELEMENTARY EDUCATION.

#### Grammar Grades.

MISS MINNIE L. DAVIS, Maryland State Normal School, Baltimore, *Chairman*; MISS MINNIE GERWIG, Catonsville, Maryland, *Secretary*.

Wednesday, June 26.

9.30-9.40—Organization.

9.40-10.00—*Music—Rote Songs*,

MISS SARAH WILLIAMS, Baltimore County.

10.00-10.20—*Reading*,

MISS EDNA CORRELL, Baltimore City.

10.20-10.50—*Oral Language*,

MISS ANNA BROCHHAUSEN, Director of Practice,  
Indianapolis Public Schools.

10.50-11.10—*Technical English*,

MISS ELIZABETH GARDNER, Prince George's County.

11.10-11.40—*Composition—Letter Writing*,

MISS FLORENCE I. ARNOLD, Howard County,

MISS BELLE IRELAND, Allegany County.

11.40-12.00—*Physical Education*,

MISS CLARA DOBBIN, Baltimore City.

Thursday, June 27.

9.30-9.50—*Music—Rote Songs*,

MISS SARAH WILLIAMS, Baltimore City.

9.50-10.20—*Reading*,

MISS HELEN GOVER, Speyer School,  
Columbia University.

10.20-10.50—*Composition—Directed Language*,

MISS EMILY BARNES, Baltimore County.

10.50-11.30—*Literature*,

MISS MARY G. DAVIS, Montgomery County,

MISS MARY A. CULLEN, Queen Anne's County.

11.30-12.00—*Physical Education*,

MISS CLARA DOBBIN, Baltimore County.

### DEPARTMENT OF ELEMENTARY EDUCATION.

#### Primary Grades.

MISS ISOBEL DAVIDSON, Supervisor Primary Grades, Baltimore County, *Chairman*; MISS LILLIAN SMITH, Halethorpe, Maryland, *Secretary*.

Wednesday, June 26.

9.30-10.00—*Music*,

MISS THERESA WIEDEFELD, Baltimore County.

10.00-10.30—*Story-telling and Dramatization*,

MISS GRACE HARE, Baltimore City Training School,

MISS HAL LEE OTT, Frederick County,

MISS CHAILEE WALLER, Frederick County.

10.30-11.00—*A Lesson for Appreciation—The Study of a Poem*—MISS HANNAH COALE, State Normal School.

11.00-11.30—*Sense Training and Drill in Arithmetic*,

MISS LENA G. ROLING, Supervisor Primary  
Grades, Allegany County.

11.30-12.00—*Games*,

MISS MARY TAYLOR, Baltimore County.

Thursday, June 27.

9.30-10.00—*Music*,

MISS THERESA WIEDEFELD, Baltimore County.

10.00-10.30—*Oral Language*,

MISS MARY COFIELL, Baltimore County.

10.30-11.00—*Written Language*,

MISS ANNIE GRACE, Baltimore County.

11.00-11.30—*Some Interesting Hints about Picture Study*.....MRS. IDA P. STABLER, Carroll County.

11.30-12.00—*Arithmetic Games*,

MISS ADELE STAMP, Baltimore County.

### DEPARTMENT OF RURAL EDUCATION.

#### Auditorium.

S. D. GRAY, Montgomery County, Md., *Chairman*; S. C. STULL, Frederick County, Md., *Secretary*.

Wednesday, June 26.

1. *What Science Ought to be Taught in a Four-Year High School Course*.....S. D. GRAY.

2. Four students from Montgomery County Agricultural High Schools will give certain demonstrations in Laboratory Agriculture.

3. *How to Teach Home Economics in the Rural Schools*,  
MRS. H. D. PATTERSON, College Park,  
MISS EMMA JACOBS, Washington, D. C.,  
MISS LETITIA WIER, Baltimore, Maryland.

4. Illustrative lecture and brief talk on Rural Schools of today and ten years hence.

Representative of U. S. Dept. of Agriculture.

Thursday, June 27.

1. *Progress of Agricultural High Schools in Maryland*.....S. D. GRAY.

2. *The Kind of Education We Need in Our Rural Schools*, H. J. PATTERSON, College Park, Maryland.

3. *How a Knowledge of Live Stock May be Taught in Our Rural Schools*,

W. T. L. TALIAFERRO, College Park, Maryland.

4. A Symposium of Rural School Experiences by eight teachers,

E. B. FAIRSON, Roslyn, Maryland,

N. PRICE TURNER, Salisbury, Maryland,

S. S. HANDY, Easton, Maryland,

JULIAN F. WALTERS, Brookville, Maryland,

MRS. ISABEL JONES, Brighton, Maryland,

MRS. BLANCHE B. CRAMER,

MISS ISABEL STANTON, Loreley, Maryland,

R. H. S. REICH, Laplata, Maryland.

(Continued on page 26.)



# JUNE POEM PAGE

Selected by MARTHA S. POPE, Friends' School, Baltimore

## INTROIT

'Twere bliss to see one lark  
Soar to the azure dark,  
Singing upon his high celestial road.  
I have seen many hundreds soar, thank God!

To see one spring begin  
In her first heavenly green  
Were grace unmeet for any mortal clod.  
I have seen many springs, thank God!

After the lark the swallow,  
Blackbirds in hill and hollow,  
Thrushes and nightingales, all roads I trod,  
As though one bird were not enough, thank God!

Not one flower, but a rout,  
All exquisite, are out;  
All white and golden every stretch of sod,  
As though one flower were not enough, thank God!  
—Katharine Tynan.

But-now like some rich tapestry,  
The summer slopes are spread,  
Brodered in rustling green and gold  
And looped with silver thread  
That twinkles 'twixt the willow trees  
And hums a Sunday tune,  
And Bob White, three wheat fields away,  
Helps praise the Lord for June.  
—William Hervey Woods, in *Bethel-on-the-Hill*.

## A GREEN CORNFIELD

"And singing still dost soar,  
And soaring ever singest."

The earth was green, the sky was blue;  
I saw and heard one sunny morn  
A skylark hang between the two,  
A singing speck above the corn.

A stage below, in gay accord,  
White butterflies danced on the wing,  
And still the singing skylark soared  
And silent sank, and soared to sing.

The cornfield stretched a tender green  
To right and left beside my walks;  
I knew he had a nest unseen  
Somewhere among the million stalks.

And as I paused to hear his song,  
While swift the sunny moments slid,  
Perhaps his mate sat listening long,  
And listened longer than I did.

—Christina Rossetti.

## A LYRIC OF JOY

Over the shoulder and slopes of the dune  
I saw the white daisies go down to the sea  
A host in the sunshine, a snowdrift in June,  
The people God sends us to set our hearts free.

The bobolinks rallied them up from the dell,  
The orioles whistled them out of the wood;  
And all of their singing was "Earth, it is well!"  
And all of their dancing was "Life, thou art good!"

—Bliss Carman.

Gather ye rosebuds while ye may:  
Old Time is still a-flying;  
And this same flower that smiles today  
Tomorrow will be dying.

The glorious lamp of heaven, the Sun,  
The higher he's a-getting,  
The sooner will his race be run,  
And nearer he's to setting.

—Robert Herrick, in *To the Virgins*.

## A BOY'S SONG

Where the pools are bright and deep,  
Where the grey trout lies asleep,  
Up the river and o'er the lea,  
That's the way for Billy and me.

Where the blackbird sings the latest,  
Where the hawthorn blooms the sweetest,  
Where the nestlings chirp and flee,  
That's the way for Billy and me.

Where the mowers mow the cleanest,  
Where the hay lies thick and greenest;  
There to trace the homeward bee,  
That's the way for Billy and me.

Where the hazel bank is steepest,  
Where the shadow falls the deepest,  
Where the clustering nuts fall free,  
That's the way for Billy and me.

Why the boys should drive away  
Little maidens from their play,  
Or love to banter and fight so well,  
That's the thing I never could tell.

But this I know, I love to play,  
Through the meadow, among the hay,  
Up the water and o'er the lea,  
That's the way for Billy and me.

—James Hogg.





# FOR THE PHYSICAL CULTURE CLASS

AN EXERCISE WHICH IS EQUALLY APPROPRIATE FOR OUT-OF-DOOR SERVICE OR USE IN THE CLASS ROOM

By W. W. McLEOD

Maryland State Normal School, Baltimore

AN exercise which can be used equally well for out-of-door or classroom exhibition is here described.

We made palmetto trees of crêpe tissue-paper. The trunk of the tree is made of a wand three feet long. Twenty-one trees are needed. Twelve rolls of paper will make them. Cut the paper across the roll, in the shape of palm leaves, then join together. Put these in layers around the end of the wand and tie them securely on. After the leaves are on wrap the wand with a narrow strip of paper, using glue to hold it in place.

Twenty-one girls dressed all in white (each carrying a tree in her right hand) enter and march around the edges of a square. Then the first six form a line across the center of the square, standing an arm's length apart. The next five form a line back of them, standing opposite the spaces between those in the first line. The four following form a third line. The fourth line is composed of three; the fifth of two, and one stands at the back. A triangle is thus formed—the base in front and the apex at the back.



At a signal the first line kneels, second in position, third line with trees slightly above heads, fourth line with trees at almost full extent, and last one with tree at full arm extent.

Slow music is played as all the participants sway from left to right during several measures. At



a chord all stand with trees even. A march is played and those of the second line come through the spaces, thus becoming front line. Then those of the third line march through and become the front. The fifth line next comes through, and last the one at the back comes forward, so that the position of the triangle is completely changed, the base being at the back and apex in front.

Those in the last line hold their trees at full arm's length, and so on graduated to the first girl, who kneels. Slow music is played and the entire

company sways from left to right as before.

Now all stand in position. First, third and fifth lines slide to left, while second, fourth and sixth slide to right, then back across. This is done four times, after which the girls are back in shape of the triangle.

The first line now leads off and the others join in as they form one line and march around the square, then down the center, the first student turning to left, second to right, and so on. Then they come down the center double file. They lead out to the sides and down center again, forming an avenue of trees. The last two students start down between the rows, and the others, as reached, join in, making a double file. They lead around the sides and the first couple meets at center and forms an arch





with their trees. The next couple passes through, forming an arch with their trees to the far side of the first couple, and so on until the last couple comes and forms the final arch. Now, the first girl at the farther end comes down the center, the others joining in single file. They march around the square, alternate ones turning to left and to right around, then they meet and stand opposite, with trees held straight up. Next couple passes through and stands opposite, and so on until an avenue is formed, each girl with her tree held high. They hold this figure for several measures, then the one at the farther end of avenue lowers her tree and



comes down between the rows; the next student joins in behind; the third and so on as they march down center. Leading to the left they march away and are dismissed.

NOTE.—The students of the Maryland State Normal School who posed for the photographs illustrating this article were not the same ones who took part in the exercise when given in public. The drills, moreover, were conducted under disadvantages attendant upon the meager amount of yard available at present at the Normal School. Within another year, perhaps, the State Normal School will be in a new, modern home in the suburbs of Baltimore.



## Maryland State Teachers to Meet

(Continued from page 23.)

Braddock Heights is but a few miles by trolley out of Frederick City, which is reached directly by the Baltimore and Ohio and Western Maryland Railroads. The Railway Division of the B., C. & A. and the Railway Division of the M., D. & V. have granted rates of two cents a mile from all points in Maryland to Baltimore and return, tickets to be limited to suit the return delegates. No reductions will be made on the Steamer Divisions of the respective companies. No card orders are required.

Members traveling via the Pennsylvania, Baltimore and Ohio or Western Maryland should purchase a regular Summer Excursion ticket or use mileage.

Braddock Heights is growing in popularity, and besides surpassing beauty of environment has a modern auditorium, dancing pavilion, bowling alleys and skating rink, with all the minor amusements usually found in such places. Following the wise custom established a few years ago, the afternoons will be left free for the enjoy-

ment of the teachers, and excursions to the various places of historic interest and trolley rides will afford additional pastime.

At the meeting of the Association, held at Braddock Heights last year, it was decided to make a strong effort to increase the membership this year to one thousand; this can be done if one-third of the teachers join. Each County Superintendent has been requested by the secretary to assist with this work, and replies from them thus far have been very gratifying. Membership cards may be secured from your County Superintendent or from Secretary Hugh W. Caldwell, Chesapeake City, Maryland.

The officers of the Association are: *President*, EARLE B. WOOD, Superintendent of Schools, Rockville, Md.; *Vice-President*, HOWARD C. HILL, Baltimore, Md.; *Secretary*, HUGH W. CALDWELL, Chesapeake City, Md.; *Treasurer*, DR. R. BERRYMAN, Station D, Baltimore, Md.; *Executive Committee*—EARLE B. WOOD, Rockville; HOWARD C. HILL, Baltimore; LIDA LEE TALL, Baltimore; THOMAS C. BRUFF, Towson, and CHARLES H. REMSBERG, Braddock Heights.



JUNE, 1912

# ATLANTIC EDUCATIONAL JOURNAL

Conducted by  
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with the Advisory Counsel of

<p>E. F. BUCHNER Johns Hopkins University</p> <p>ISOBEL DAVIDSON Supervisor of Primary In- struction, Baltimore County</p> <p>JOHN W. HALL University of Cincinnati</p>	<p>FRANK A. MANNY Teachers Training School Baltimore</p> <p>JAMES Y. JOYNER State Superintendent of N. C.</p> <p>ROSE I. CONWAY Illustrator</p>
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School vacations were declared to be an unnecessary evil by the superintendent of a Western city school some months ago. It is probable that this official permitted his enthusiasm to carry him a little past reason. To the exceptional child, as well as to the exceptional teacher, a vacation may be altogether unnecessary. To the average person, however, the promise of a vacation is an incentive for sustained, good effort which otherwise would be impossible. Nevertheless, there is a question whether the prevailing method of dividing each school year's work with a 10 or 12 weeks' pause is the wisest course that might be pursued. The pupil who completes his work with one teacher at the opening of the summer vacation is put absolutely out of touch with the school system for a period which should witness no complete cessation of development in his school life. Many a profitable, though not exacting, task could be set the school boy for the vacation months if his autumn work were to continue under the same teacher who directed his work in the months immediately preceding the beginning of summer. The pupil in the elementary schools could be advised how to engage profitably in

investigations while on excursions into the country or strange cities; the student of the secondary school could be directed in profitable summer reading, etc. This would be possible if the same instructor continued over the vacation, or if the courses were not sharply broken by the closing of schools in June. As it is today, there appears to be a fearful waste in a child's schooling because of the total discontinuance of educational work during the summer. How this waste might be saved, experiments alone can determine. Nevertheless, it is worth considering whether it might not be better for the school year to begin in January instead of in September, or if it would not be well to permit the teacher who is to take over a class in September to get well in touch with her pupils before the beginning of the summer vacation.

\* \* \*

At Braddock Heights on June 25 the Maryland State Teachers' Association will hold the opening session of its

annual meeting for 1912. This

**ATTRACTIVE PROGRAM** convention will be of more  
**FOR STATE TEACHERS.** than State-wide interest, for

a program has been arranged which would do credit to the gathering of a national body. Every feature arranged for the Braddock meeting holds out an appeal to the interest of the teacher in education generally, while any specialist should find at Braddock at least a few numbers that will interest him in his particular line. The teacher who is anxious to advance herself in her professional work can go to Braddock with full assurance that she will be making a profitable investment, and there is every reason to believe that the very strength of this year's program will attract educators from other sections. To say that it is the duty of every Maryland teacher who can possibly go to attend is begging the question, for the opportunity to attend the meetings of the Association should be looked upon as a special privilege. When such men as Commissioner Claxton and Superintendent Davidson accept invitations to address the Maryland State Teachers' Association, its members can feel that their convention is regarded by outsiders as decidedly worth while. Moreover, the program for the several sections holds out the promise that any teacher, no matter what her particular line, may go to the meeting, and,



while enjoying the beauty of most picturesque country and the company of most delightful people, she may broaden her views and increase her knowledge. It is a somewhat modified application of the modern idea of teaching the child through play. At Braddock there will be a happy blending of study and recreation. Those active in the management of the Association have expressed a hope to build the membership to 1200 at the June meeting. They should succeed, and if success does attend their endeavors, the Association will not profit nearly so much as the 1200.

\* \* \*

A sense of humor frequently prevents a loss of temper; therefore those who possess this sixth sense should be grateful for the blessing, and they

**POLITICIANS AS SCHOOL JANITORS.** should at the same time pity the man who lacks it. Without a sense of humor the people of Baltimore would certainly be moved to great wrath by the recent statement of a school official to the effect that the position of superintendent of buildings is properly a political berth, and that all positions of janitors and cleaners must be looked upon as rightful "spoils of the victor." What a dangerous view this might appear to be to a public-spirited citizen who is unable to see the humorous side of life! He might reason that if the janitor looks upon his position as a sinecure, then he will naturally feel justified in performing less service than could be bought in the open market for the wages paid him. The janitor who owes his appointment to his political activities alone will also conclude that he is hired not to sweep floors and clean windows, not to keep fires going and to see that toilet-rooms are free of contamination, but because at any election he can bring to the polls six, ten or a dozen votes to be marked as the organization may instruct. But the whole aspect of our political affairs is really humorous rather than serious. How amusing it is to learn that the power of our statesmen (heaven spare the mark!) is built upon the support of men who aspire to no loftier reward for their political activities than to be a school janitor or cleaner! The present school children, however, are being taught something of civics and the duty of the citizen

toward his fellow-citizen and the State. Moreover, the people are gradually changing the machinery by which the political activities of the country are controlled. It may be that the next generation of citizens will so improve conditions that the people will not require a sense of humor to prevent them from being stirred to anger when they note the attitude of the municipality concerning the determining factor in the selection of school janitors.

\* \* \*

Investigations into the efficiency of our teaching population have revealed a rather melancholy state of affairs.

It has been found that those entrusted with the training of the youth of the land are generally unfit to engage in teaching. Because of lack of mental capacity or sufficient preparatory training or profitable after-development, a majority of our American teachers are not efficient teachers. This is the gloomy side of educational conditions. It is the aspect which the sensationalist delights in disclosing. There is, however, another aspect. A great number of teachers have in late years set aside their vacation months for self-improvement. Not only do they devote to study the weeks they formerly would have idled away, but they spend liberally of their meager earnings in order that they may take special courses. Summer schools in cities and in the country, courses given under the supervision of universities and those conducted by State officials, studies that will train the student for new fields and those which develop her in the practical side of school work—all of these are patronized by the public-school teachers of America. And for this purpose a little is set aside from each month's earnings to pay for tuition and for board while away from home. This is the brighter side of our educational conditions. It is indeed a cheerful view, and promises well for the future of our schools. As a matter of fact, in all activities the workers who measure up to the efficiency mark will be found decidedly in the minority, and it is doubtful if in any calling there is shown as much interest in getting larger results and in registering higher efficiency than among the American teachers, whether they are employed by city, county or private school systems.

# ILLUSTRATION IN GEOGRAPHY

SUCCESSFUL USE OF CHALK MAP OF SCHOOL NEIGHBORHOOD DRAWN ON THE SCHOOL-ROOM FLOOR

By ROSE I. CONWAY

Baltimore City Schools

THE first lessons in geography for the little child are based upon "Way" or "Direction." As soon as the child learns the way to and from school he has gained a point in geography. By the time he reaches his third year of school life he is quite familiar with certain routes.

The work of map reading will soon begin, and as a map is a more intricate plan, it is well to begin by making simple plans of the school neighborhood.

I have always found that a drawing in chalk on the floor of the classroom is more readily understood than any other means I have tried. The pupils may walk on this drawing in all directions and they soon grasp the idea of exact north, east, south and west. The drawing on the floor should be placed so that the arrow marked "north" will point exactly "north." This plan should be kept on the floor until every pupil has had his "go" at walking on it. All will be eager to try, and in a short time every church, hospital, store, engine-house, every point of interest, can be properly placed.

The next step is to transfer the map from the floor to the blackboard. The north side should be placed at the top of the board. When this second and more difficult drawing is comprehended, the pupil may mark one like it on paper for independent work. Detailed plans of routes that the class has traveled on field lessons will grow out of this work.

For "surface conditions" in the Fourth Grade class, modeling on the sand table, and lessons afterward in individual clay or salt maps at seats makes for vividness of ideas. Pictures of river basins, the World Ridge and harbors should be modeled in relief, for the pupils readily value the picture effects if their fingers have actually felt and moulded the high lands and low lands.

## CHILDREN'S WORK

### OUR TRIP TO CLIFTON PARK.

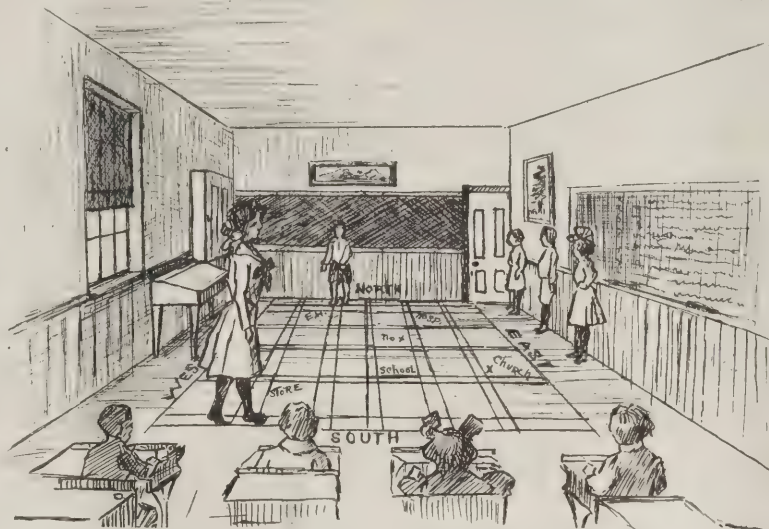
We first took the car at Harford avenue and Preston street and got off where the old Toll Gate once stood. Then we made our way to the Mansion House. From there we went to the tennis grounds.

This park was once the home of Johns Hopkins. When he died he left this estate to the city and it was made into a public park. The Mansion House was his home.

Our teacher told us the names of some trees, which were: Cypress, oak, gum and pine. The cypress tree is very tall and its roots go very deep into the ground, then curve upward until they reach about a foot above the ground. There was a Lebanon tree like those that grow in the Holy Land.

On our way home a boy found a small snake and killed it. Our teacher counted us at the station. We had to let five cars go by because they were late. We sang on the car. I forgot to tell, or rather say, we made two sketches, and got home about half-past seven.

MARGARET M. WITTERS,  
*Grade Four, School 20.*



### OUR TRIP TO CLIFTON PARK.

We boarded the Harford avenue car and went northward towards Clifton Park. We left the car at the entrance of Clifton, on Harford avenue, and walked through the park to the mansion.

Then we went from the mansion to the tennis grounds. From there we went to a daisy field and some daisies were picked, and from there we went by the lake. We stayed there and played ball. On our trip I saw a cypress tree which was over one hundred feet. I saw the hothouse and all kinds of flowers which were in it.

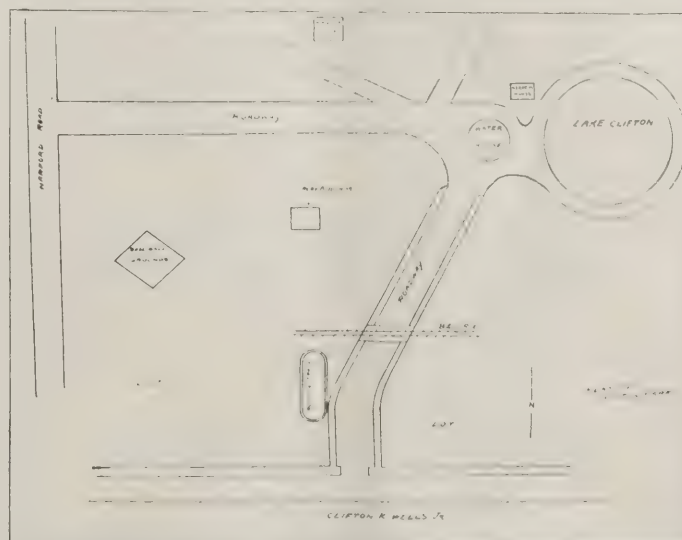
On our way home we got in the Harford avenue car and went south on the same street and got off at the corners nearest our homes.

HENRY GERSTMAYER,  
*Grade Four.*

### OUR TRIP TO CLIFTON PARK.

One afternoon in May the teacher took our class to Clifton Park. We left the school, corner Preston and Eden streets, walked west to Central avenue and Preston. There we boarded a northbound car and rode out Central avenue to the Harford road, then to the park.

As soon as we landed the fun began. Every child was so glad to run over the green grass, hunt for daisies, buttercups and all the flowers that bloom in May. Some of them soon had bouquets as big as themselves.



PLAN OF CLIFTON PARK.



Then others hunted for the kinds of trees we've read about in school. I found a birch, a poplar, a pine, a cedar and an oak. The teacher showed us a cypress tree which is about 100 feet tall, a cedar of Lebanon, a magnolia and Japanese cedar. On the way back to the car we viewed the city on the other side of the lake.

We all thought Mr. Johns Hopkins was kind to leave this place for us to enjoy.

KATHLEEN SAGLE,  
Grade Four.

#### OUR TRIP TO CLIFTON PARK.

We took the Hamilton car and rode to the Mansion House. We had fun there and then we went up to the playgrounds, and then we came a little way up from the playgrounds and sat down and ate.

Then our teacher said that we could go to the daisy fields and pick daisies. We planned to describe some of the things we saw. Miss Rose told some of the children to pick daisies while others drew us.

We saw some daisies and some clovers. We saw some bluebells and some cypress trees. We saw maple trees, too.

We rode all the way to the school and then we went home.

ESTHER MASON,  
Grade Four, School 20.

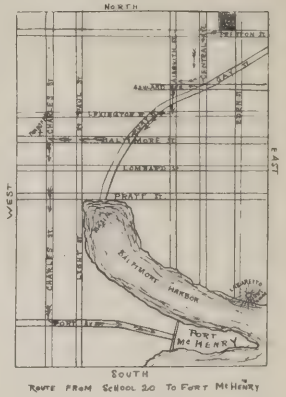
#### A TRIP TO FORT MCHENRY.

Last year our teacher took us on a trip to the fort where the great bombardment took place on September 12, 1814. That was the time that Francis Scott Key wrote the "Star-Spangled Banner."

We all got in the Harford avenue car, rode south and west till we reached Charles and Baltimore. Then we transferred to a Cary street car and rode south to Fort avenue, turned east on Fort avenue and rode on to the fort.

There we saw many curious things, such as big iron guns and the old fort inside, the ships and steamers coming and going up and down the Patapsco river and the Lazaretto lighthouse.

AUDREY GILMORE,  
Grade Four, School 20.



## REFORM OF GRAMMATICAL NOMENCLATURE

FOURTH PAPER IN A SERIES ON QUESTIONS OF CURRENT USAGE IN ENGLISH

By W. H. WILCOX

Head of Department of English, State Normal School, Baltimore

IT seems advisable in this number of the JOURNAL to call attention of its readers to a matter that is attracting considerable attention among teachers of English not only in this country, but in England as well. The point of interest is the adoption of a uniform nomenclature for grammar. The National Educational Association has appointed a committee, of which Prof. Hale of Chicago University is chairman, to study the question and eventually to report with suggestions. In the meantime, all teachers of English, including all teachers who teach any branch of English, ought to be alive to the situation and do anything that may be possible to further this much-needed reform.

At present the grammatical nomenclature of English grammar is in a very chaotic condition, and this condition results in much confusion and waste. The following data, secured from a single class in the Normal School, are sufficient to indicate the confusion that exists in this branch of English work. These students, coming from the various high schools of Maryland, have studied different texts and have learned different terms for the same things.

1. Terms applying to the subject of the sentence: Complete subject—simple subject; modified subject—unmodified subject; logical subject—grammatical subject; bare subject: subject—essential element of the subject.

2. Terms applying to the predicate similar to those applying to the subject.

3. Terms applying to the complement:

- 1<sup>st</sup> Attribute complement.
- Predicate nominative.
- Subjective predicate noun.
- Predicate noun.

- 2<sup>nd</sup> Object complement.
- Objective complement.
- Direct object.
- Object.

- 3<sup>rd</sup> Objective complement.
- Factitive object.
- Objective predicate noun.

4. Terms used in classifying verbs: Transitive, intransitive, copula, copulative, pure copula, modified copula,

attributive, complete, incomplete, regular, irregular, strong, weak, redundant, defective, principal, auxiliary, subordinate, impersonal, finite, verbal.

5. Terms used in classifying adjectives: Descriptive, qualifying, limiting, restrictive, definite, numeral, cardinal, ordinal, multiplicatives, pronominal, demonstrative, articles, definite, indefinite, distributive, proper.

6. Terms used in classifying adjective clauses: Relative, limiting, restrictive, descriptive, non-limiting, non-restrictive, additional, parenthetical. (Note: Some grammars consider all clauses dependent; others do not—that is, there is no such thing in some grammars as an independent clause.)

When we understand that these lists cover only a small part of the field of grammar and only a few of the more than 300 texts, we see that the lists might be extended almost indefinitely.

The conditions seem to arise from three distinct sources: First, there are the "classicists," who hold to the terms of Latin grammar, because they desire to fit their pupils for linguistic study. Second, there are the authors of texts, who represent the reaction from classical tradition in English grammar; they incline to psychological terms. Finally, there is the individual writer, who finds no terms to suit him, and consequently invents some entirely original terms that may be significant and desirable except for the fact that, not being in current use, they add to the confusion already existing.

The evil results of the situation are found in the loss of time and energy on the part of both teachers and pupils. The teacher who changes from one system of schools to another must, if she teaches English grammar, at once acquaint herself with the terms used in the text she is now to teach. If a pupil changes from one system of schools to another, the same conditions have to be faced. It often happens also that a uniform series of textbook in grammar is not used in a school system, so that when a pupil is promoted or transferred he must master the terminology of a new textbook. Such work is not merely useless to the pupil; it is deadening to interest—a barren verbiage in most cases.

Where a uniform series of the textbooks is in use and a pupil pursues his course through one system of schools, the evil is not so serious. Yet it does exist to a considerable degree through the multiplying of terms for the same idea, and through the use of terms applying only to unusual and insignificant facts of language. For instance, as was pointed out in a recent article in this JOURNAL in discussing mode, the "imperative mode" signifies nothing that is not included in the "imperative sentence," while many of the so-called rules of syntax have no corresponding reality in the language. As an illustration of insignificant terms, many of the names applied to special classes of adjectives may be cited, as numerical, cardinal, ordinal, multiplicatives, etc.

What, then, is the remedy for the situation? First of all, there should be an elimination of all duplicating and insignificant terms. There is no excuse for teaching the long list of terms that crowd the pages of so many textbooks in grammar. Then the nomenclature of grammar should be reduced to the same practical uniformity that exists in mathematical nomenclature.

Of course, such a change must come gradually. The large number of textbooks now in use could not be discarded, but if the demand for the change is sufficiently strong and a feasible mode of procedure is suggested, there is no reason why, through gradual revision of books now in use and the adoption of the uniform nomenclature in new books, the change cannot be eventually brought about.

## A Proper Celebration of the Fourth of July

WILLIAM CHAUNCY LANGDON, connected with the recreation division of the Russell Sage Foundation, has proposed a new form of celebrating the Fourth of July which gives promise of doing away with a great deal of the noise, the terror and the calamity which has come to mark the ordinary celebrations of that day. Moreover, the program offered by him will increase the interest, the dignity and the patriotic character of the day. The details of his suggestion are contained in a pamphlet of 56 pages. The general plan is to represent by pageants on some large open ground interesting incidents and events in the history of America. This is a simple statement of his program of music and pageants:

- Music—The Red, White and Blue.
- I. Pageant—The Approach of Liberty. (Symbolical.)  
Music—Hail, Columbia.
  - II. Pageant—The Declaration of Independence—1776.  
(Realistic.)  
Music—Hymn to Liberty.
  - III. Pageant—The Triumph of Freedom After the Revolution. (Procession.)  
Music—Yankee Doodle, Battle Hymn of the Republic, and Dixie.
  - IV. Pageant—Between the Lines During the Civil War—1863. (Realistic.)
  - V. Pageant—The Reunion of the Blue and the Gray. (Procession.)  
Music—Battle Hymn of the Republic, Dixie, and The Suwanee River.
  - VI. Pageant—The Struggle for a Better National Life—1912. (Realistic.)  
Music—America.
  - VII. Pageant—The Exaltation of America. (Symbolical.)  
Music—The Star-Spangled Banner.

It is easy for one with the least bit of imagination to see what a real patriotic celebration could be projected along these lines. Are there not communities in the State of Illinois which can act upon these suggestions?



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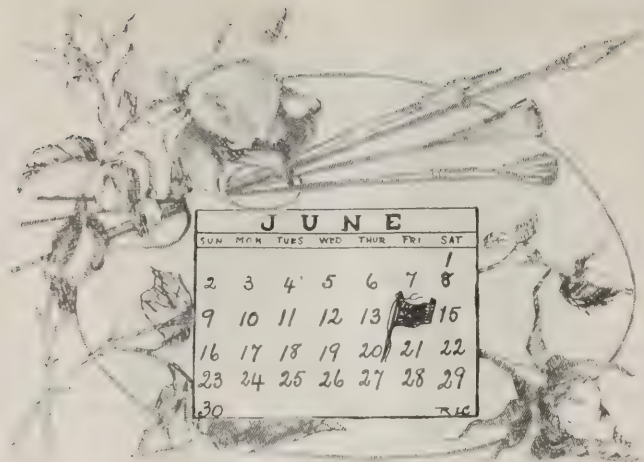
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# EDUCATIONAL NEWS NOTES

PARAGRAPHS CONCERNING THE ACTIVITIES  
OF INDIVIDUALS AND INSTITUTIONS IN  
THE HOME AND FOREIGN FIELD

*Conference on City Training Schools.*—At the recent convention of the Department of Superintendence of the National Education Association in St. Louis, a meeting of those directly interested in the work of the city training schools for teachers was called to consider the advisability of forming a permanent organization of teachers and principals of such schools, to be properly affiliated with the National Education Association. At this meeting the feeling was unanimous that, owing to the growing importance of the city training school, the increasing complexity of its problems and functions and the very unique opportunity which it now has and which it ought to improve to influence educational theory and practice and to contribute to the scientific study of education, such an organization should be formed. Accordingly, John W. Withers, principal of the Harris Teachers' College, St. Louis, Mo.; Frank A. Manny, director of the Training of Teachers, Baltimore, Md.; William B. Owen, principal of the Teachers' College, Chicago, Ill., and Miss M. L. Webster, principal of the Teachers' Training School, Indianapolis, Ind., were constituted a committee to call a conference for this purpose to be held at the July meeting of the National Education Association in Chicago and to provide a program for this conference. The subject chosen is *The Problem of Relating Theory to Observation and Practice in the Training of Teachers for City Schools*: (a) The amount and distribution of time devoted to practice teaching; (b) the best method of directing the studies of observation and practice; (c) the school principal's share in the training of teachers prior to their appointment, and (d) the measure of responsibility which should fall to special supervisors in the training of teachers. Dr. Owen, principal of the Chicago Teachers' College, and others will speak. The secretary of the committee, Mr. Manny, has been appointed by the

United States Bureau of Education to prepare a report upon the present status of city training schools.

*School of Observation at University of Pennsylvania.*—If the usual forecasts of attendance are to be trusted, the session of the University of Pennsylvania Summer School, beginning July 1, will show the largest enrollment in the history of the school. While all departments of the university, including even architecture and physical education, are represented in the courses offered, the chief interest centers around Dr. Yocum's school of observation, with the numerous courses for elementary school teachers given in connection with it, and Professor Witmer's psychological clinic and classes for backward children. Every high-school specialty is also taught, and a number of courses in methods of teaching high-school branches. A new departure—courses for teachers in the management and use of school libraries—promises to be highly popular. Special bulletins have been issued describing the numerous points of historical interest about Philadelphia and the various forms of recreation, from personally-conducted

excursions and free lectures to dances and the swimming-pool.

*Rural Free Entertainments.*—Free entertainments are given to rural communities in Pike county, Alabama, as part of a campaign to induce the people to stay on the land instead of abandoning their farms for city life. This information has been received by the United States Bureau of Education from E. M. Shackelford, principal of the State Normal School at Troy, Pike county, Alabama, who is at the head of the movement. Mr. Shackelford writes: "In my opinion, the exodus of the younger generation from the country to the town is at present the most serious menace to our general welfare. Good roads, motor cars, the telephone and rural mail delivery are improving rural conditions greatly, but rural social life does not yet afford the opportunities for the commerce of ideas that an active, reading, thinking public demands. Hence the tendency to congregate in the centers of population, and hence this effort of ours to afford a few social opportunities through a course of free entertainments." The entertainments given consist mainly of lectures, "lantern

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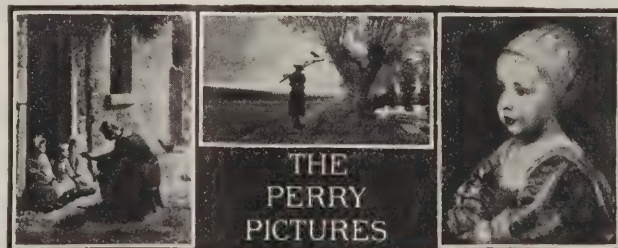
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shows" and selections upon the Victrola. Some of the lectures are given at night, and some in the afternoon. Occasionally dinner is furnished at the school and an all-day session is held. While this movement was instituted by the Troy State Normal School, the co-operation of the Alabama State Health and Medical Departments and the various State institutions has been enlisted for supplying speakers, entertainments clubs and other attractions. Most of the entertainers give their services without charge, and transportation is furnished by owners of automobiles. Friends of the new movement anticipate that it will be a powerful factor wherever introduced in adding to the pleasures of rural life by furnishing additional opportunities to the country folk for recreation, culture and social intercourse.

*Helping Backward Pupils.*—The greatest danger arising from the present agitation against the retardation of pupils in their progress through the curriculum, according to the report of the Superintendent of New York City's public schools, has been that principals and teachers, under the pressure of the Superintendent's office, would promote pupils who are unfit to do the work of the next grade. Superintendent Maxwell has guarded

against this in insisting to his principals and teachers that the movement means only that every effort is to be made to render pupils fit for promotion. "Schools have been run too exclusively for the sake of the bright pupils. The dull pupils, or the apparently dull, have been allowed to shift for themselves. The only chance they had was to repeat the work of the grade in which they failed, and thus they lost valuable time. This policy must now be changed. The bright pupils must not receive less attention. The dull pupils, however, must receive much more attention. They must not be allowed to fail if human kindness and teaching skill can prevent it." The excellent results that have followed the work in New York City are shown by the fact that, while the rates of promotion (exclusive of kindergarten classes) for 1909 and 1910 were 82.7 and 82.6 per cent, respectively, the rate for 1911 was 90.3 per cent. This means that approximately 40,000 more children were promoted each of the two times in 1911 than would have been the case had the earlier rates still prevailed. The average rate of promotion for all grades and all classes of the entire city was 88.6 per cent. A remarkable uniformity is shown in the rates for the various grades, and it seems probable, according to Super-

intendent Maxwell, that little further increase in the general rate of promotion can be expected. The increase in the ratio of promotion in the special classes has done much toward making possible this good showing. The rates for 1909, 1910 and 1911 were 78.2, 76.5 and 96.5, respectively.

*The St. Louis Public School Patrons' Alliance.*—Regardless of race, creed or politics, 20,000 men, representing the business, manufacturing and professional life of St. Louis, have leagued themselves together, pledged to promote every interest pertaining to the welfare of the city's public schools and of its school children. Since this organization was established, 14 years ago, the public schools have been taken out of partisan politics and placed in charge of an independent board; school taxes have been increased, supplying funds for modern, adequate school buildings, and school equipment, aggregating many thousands of dollars in value, has been contributed by the organization in fee-simple to the public schools. This equipment includes almost every kind of teaching material. Among the articles given are works of reference, stereopticons, folding chairs, reflectoscopes, pianos, statuary and pictures. One of the pictures given in this way cost \$3500, while another

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was worth \$2000. The money for these donations is raised from dues, from direct contributions or from the proceeds of concerts or picnics. Although these friends of the St. Louis school children are all very busy men, they find time to demonstrate their interest in education in a wide variety of ways other than these activities. By arranging appropriate exercises, they help to commemorate the national holidays, such as Lincoln's and Washington's Birthdays, and Arbor, Flag, Memorial and Independence Days, the object being the inculcation of a broad American patriotism. They also aid the principals in making the necessary arrangements for the annual school picnics, the Christmas festival and other school functions and exercises.

*One Hundred Teachers Selected for the Philippines.*—The Bureau of Insular Affairs has just completed the selection of over 100 American teachers for service in the Philippine Islands. These young men and women come from the best universities, colleges and normal schools in almost every section of the United States, and were selected from a larger eligible list of candidates than ever before applied for positions with the Insular branch of the Government service.

*Recreation Centers vs. the Dance Hall and Saloon.*—It is difficult for many of our people to appreciate the obligations of the State to protect our youth outside of school hours from the contaminating influences of the street and other places through the agency of the public schools. The experiences of New York City and Dr. Maxwell's recommendation in this matter should be of very great interest to all patriotic citizens. "Wherever recreation centers have been established they prove formidable rivals to the private dance halls, always dangerous and often disreputable, with which our city is too abundantly supplied. To suppress them and other resorts even more vicious for the young seems impossible. The only way to meet the evil is to provide counter attractions of irreproachable character. These may most easily be furnished in the school buildings. Seeing that young people must have amusement, that they will seek it in unwholesome, if they cannot obtain it in wholesome, places, I recommend that our activities outside of school hours be extended in the following directions: (1) A much larger number of recreation centers should be opened. We should have over 100 instead of 43. (2) Moving-picture apparatus should be installed and moving-picture shows of educational value should be given in

the recreation centers. (3) Not only should the folk dancing and the 'mixed dancing classes' be extended, but arrangements should be made by which any reputable club of young men and young women might have, at stated intervals, and always under supervision, the use of an indoor school playground for dancing and social purposes. (4) Our playgrounds should be open, under supervision, to the children of the school neighborhoods throughout the year. (5) Our system of vacation schools should be at least doubled next year. Recreative work

is quite as important as play for all classes of children. All of these extensions will cost money, and it has always been difficult to obtain appropriations for such purposes. There is no money, however, that is expended by the city for purposes of recreation that is so economically administered and that dispenses so manifold blessings as the money expended under the direction of the Board of Education."

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*Medical Inspection of Schools.*—Medical inspection in the public schools of Madison, Wis., has been provided for by the Board of Education. This is the direct result of the success of such inspection instituted for the purpose of checking an epidemic of scarlet fever which broke out in one of the ward schools. The medical inspector will be paid a salary of \$1500 for next school year. The continuance of medical inspection after next year will depend upon its success during the time for which it has been arranged. That this will mean permanent adoption of such inspection is attested by the experience of many other cities.

*Cost of Public Education in New York City.*—During the school year 1910-11 the total expenditure for public education in New York City was over \$33,000,000, of which some \$21,000,000 was expended for teachers' salaries. The cost per pupil, based on average daily attendance, was \$44.90 for all schools; the average cost in elementary schools was \$33.11, and in high schools \$84.41.

*Courses in Domestic Science for Public Schools.*—A committee appointed by the Wisconsin State Teachers' Association to outline a uniform course of study in domestic art and science for Wisconsin schools has submitted a course to domestic science teachers, principals and superintendents for their criticisms and suggestions. The committee recommends that the work be begun in the fifth grade with two 45-minute periods per week; that two 90-minute periods per week be given in the sixth and seventh grades; that three 90-minute periods and two 45-minute periods per week be given in the first two years of the high school course, and that two 90-minute periods and three 45-minute periods be allotted to the subject in the last two years. This means practically a full study for eight years. In addition to cooking and sewing, the proposed course includes textiles, dressmaking, house decoration, food study, preservation of foods, adulteration, dietaries, hygiene, sanitation and household management.





# Books and Magazines

**The Montessori Method.** By Maria Montessori. Translated from the Italian by Anne E. George, with an introduction by Henry W. Holmes. (377 pp. \$1.75 net.) Frederick A. Stokes Company, New York.

Truly the works of men live after them. Without Bonnet, no Pereire; without Pereire (and Rousseau), no Itard; without Itard, no Seguin; without Seguin, no Montessori. Thirty years after Seguin's last book was finished, a medical practitioner becomes interested in feeble-minded children with whom she is thrown in contact on her rounds in the psychiatric clinic at the University of Rome. She becomes more and more deeply engrossed in the problems concerning feeble-minded children, so that it is not long before we find her devoting all her time to the mastery of Itard and Seguin. So assiduous was she in the study of these emancipators of the feebly-gifted that she translated their works, from beginning to end, into Italian, copying everything by her own hand, in order that she "might have time to weigh the sense of each word and to read, in truth, the spirit of the authors." Having become imbued with the method and spirit of these masters, it was inevitable that Montessori should come to the conclusion "that mental deficiency presented chiefly a pedagogical rather than mainly a medical problem"—a view that went directly counter to the opinion of her medical colleagues, and unfortunately that still goes counter to medical bias in some sections of our own country—and that, accordingly, she should give up the practice of medicine and re-enter the University of Rome as a student in the department of psychology and education, in order that she might gain a more complete command of the facts and principles of normal pedagogy.

Montessori's success with the feeble-minded was such that "idiots" were enabled to successfully pass examinations which were given to normal children in the public schools, and this convinced her that the same methods could be used with equal success with normal children. Seguin, indeed, had come to the same conclusion in respect to his own methods. In 1906 Montessori was enabled to apply her methods to the training of normal children between the ages of 3 to 7 with a degree of success which attracted immediate attention.

The book before us contains a complete exposition of the Montessori method and a description of the didactic materials. To attempt a digest of its contents in a brief notice would be out of the question. Properly to appreciate the spirit and method of the system, the book must be read with care in its entirety. The system combines some of the best elements in the so-called "physiological method" of training the feeble-minded, and in the kindergarten method, and all elementary teachers as well as teachers of backward pupils will find valuable hints within the covers of this book. The system, to judge by its claims, looks like a pedagogic revolution, but it is possible that it may meet with much the same fate that befell Seguin: his methods and didactic materials were appropriated,

but the underlying *spirit* was missed. The book, unfortunately, contains no index, and at various points it contains misleading statements which a wider knowledge of pedagogical and psychological lore would have obviated.

J. E. WALLACE WALLIN.

**Education: A First Book.** By Edward L. Thorndike. The Macmillan Company, New York.

"An introduction to the study of education. \* \* \* A beginner's book \* \* \* prepare students \* \* \* to see the significance of their more specialized studies in educational psychology and sociology, methods of teaching and class management, the history of educational theory and practice, and the application of philosophy and ethics to education."

We have long needed a book which aids students in getting at educational problems regardless of the particular subjects in which they lie. After an introductory survey of the field and the determining of a few fundamental clear spots, the student will be ready for the detailed study of psychology, sociology, method and other ranges necessary to control as a teacher.

The various sections of the book are concerned with the meaning and value, aims, material, means, methods and results of education. The material is discussed under general facts and laws, the original nature of man and the learning process. There are two chapters on "Education in the United States," in which the student gets a good view of the present situation in its organization, statistics, tendencies, fiscal aspects, etc.

This is a valuable book. Some day we

shall have a book with the same general aim, but showing more adequately man in relation to nature, out of which he builds an objective world whose meaning is his growing self.

F. A. MANNY.

**High School Education.** By Charles H. Johnston and others. Charles Scribner's Sons, New York (555 + XXII.)

Dean Johnston of the School of Education of the University of Kansas evidently had this undertaking in hand before leaving the University of Michigan, for nearly half of the twenty-six chapters are by Michigan men. Most of the authors are university or college professors (representing Michigan, Kansas, Wisconsin, St. Louis, Columbia, North Carolina, Ohio, Knox and Chicago). Three are in normal schools—Greeley, Platteville and Montclair. Two are school superintendents. The fact that only one is a high school teacher, and that his department is commercial education, is indicative of the extent to which our best high school men are either drawn into university work or are so cumbered with caring for administrative detail that they do not have time to write even in their own field.

There are chapters on "Current Demands upon the Program of Studies," "The Disciplinary Basis of Courses of Study," "History of Secondary Curriculums Since the Renaissance," "Principles and Plans for Reorganizing Secondary Education" and "Instruction, Its Organization and Control." Besides those on the usual school subjects, there are also chapters on "Public Speaking and Voice Training," "Drawing, Free-Hand and Mechanical," "Music in the High School," "Moral Education and Training with a Suggested Course of Study," "Sex

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Pedagogy," "Agriculture," "Commercial Education," "Vocational Training," "Practical Arts for Girls," "Psychology in the High School Curriculum" and "The High School Library."

Naturally the chapters are uneven in value. Some of the editor's positions as that stating "There is no such thing as a high school pedagogy" have already been misunderstood in reviews. He makes the matter clear in the next sentence. "It is time all students of secondary education should recognize that we must speak of high school pedagogies."

With its good plan, co-operative execution and extensive bibliographies and index, this book furnishes the best introduction to its field that has yet appeared.

FRANK A. MANNY.

**The Testing of School Systems.** An important application of efficiency methods is found in the reports made by experts on school systems. The machinery and technique of these investigations are developing rapidly in America, but we have no studies as yet equal in value to those made by Dr. Michael Sadler on various English cities. The latest and, in many respects, the best report has been made on the East Orange (N. J.) schools by Prof. Ernest C. Moore of Yale University.

The 60-odd pages of this report will make good reading and material for thinking for school teachers and officers; also for parents. Dr. Moore shows that he has gone into the situation thoroughly, and has shown up its special needs. Then these needs are discussed in the light of his wide acquaintance with the educational field. Suggestions on home study and the length of the school day for various ages are backed up by the investigations of Clement Dukes. The need of vocational guidance leads to a brief statement of the work in that direction by Principal Davis at Grand Rapids, Mich. There are three pages of summary of recommendations. Many of these would have application in other schools than those of East Orange. It would make an interesting course for a teachers' or parents' organization to go through this report and discuss a local situation in terms of Dr. Moore's methods and conclusions.

FRANK A. MANNY.

**Health and Medical Inspection of School Children.** By Walter S. Cornell. (614 pp. \$3 net.) F. A. Davis Company, Philadelphia.

This timely, voluminous and well-illustrated book supplies the most satisfactory discussion extant on a subject which is now engaging the serious attention of students of child welfare. The book contains a frank discussion of the problems connected with school medical inspection and illuminating chapters on school and personal hygiene, on defects of the eye, nose, throat, ear, teeth, the nervous system, skeleton, skin and nutrition; on infectious diseases and mental deficiency. The book does not, to be sure, do full justice to the educational side of the problem, nor does it take full account of the studies made by the educational and clinical psychologist and educationist in this field, but these shortcomings appear insignificant in view of the many positive excellencies of the book. It should be read by all school medical inspectors, clinical psychologists and hygienists.

J. E. WALLACE WALLIN.

University of Pittsburgh.

**Everyday Problems in Teaching.** By M. V. O'Shea. (388 + XLII pp.) Bobbs-Merrill Company, New York.

Professor O'Shea is always interesting.

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His new book will be helpful to young teachers. Those who know his other writings will find little in it that seems a new contribution. He states that it is made up from carefully written notes on good school work he has observed. Possibly the best chapters are the three on "Teaching Pupils to Think," "Teaching Pupils to Execute" and "Teaching the Arts of Communication." The author has a good idea in these chapters which he has never yet stated adequately. The exercises and references will be very useful. Although the latter are not intended to be exhaustive, there are some interesting omissions.

F. A. M.

### The Question as a Measure of Efficiency:

A Critical Study of Classroom Practice. By Romiett Stevens, Ph.D. (95 pp.), Teachers' College, Columbia University Contributions to Education, No. 48, New York.

Secondary Education has had less organization for practical purposes than has elementary education. This study is one of the best contributions made from the secondary side. Dr. Stevens has studied one hundred high school class exercises, has followed particular classes through ten school days and has had stenographic reports made of a large number of lessons. The results show the need of giving attention to the relationship between the amount and kind of questions used and the efficiency of the work accomplished. The tests of quality given are:

- (1) The degree of reflection stimulated.
- (2) Adaptability to the experience and the work of the pupil.
- (3) "Motor power" in drawing forth a well-rounded thought and adequate expression for the same.

In some class periods nearly two hundred questions were asked, and the average for each of the ten days studied was nearly four hundred. It is fortunate that we have our attention so forcibly drawn to the dangers involved in nervous strain, neglect of the individual, lack of adequate thinking and expression, over-participation by teacher with consequent under-responsibility on the part of pupils, etc.

FRANK A. MANNY.

**The Special Class for Backward Children.** By Lightner Witmer. (275 pp.) The Psychological Clinic Press, Philadelphia.

This joint contribution by Witmer, Holmes, Farrell and Bryant describes the work attempted with a class of 18 backward pupils in the summer school of the University of Pennsylvania in 1911. The purposes of the organization of the class, the details of the educational organization and the nature of the training are set forth. Other chapters are devoted to discussions of the medico-clinical, psycho-clinical and sociological findings, and the physical development of the pupils, of the social service work and of clinical psychology in relation to child welfare work. Stenographic reports of round table discussions with students concerning the pedagogics of special class work are included. Teachers of backward pupils will find numerous suggestions of value in this book.

J. E. WALLACE WALLIN.

**A History of Public Permanent Common School Funds in the United States, 1795-1905.** By Fletcher Harper Swift. Henry Holt & Co., New York.

This is a careful, accurate and reasonably complete showing of the school funds situation. Part I deals with the origin, management, loss and influence. Part II gives a summary of the origin, present condition and administration of the fund in each state.



It takes but two pages to tell of Maryland's fund, while many of the other States show a much more extensive provision for school foundation and support.

F. A. M.

**The School in the Home:** Talks with Parents and Teachers on Intensive Child Training. By A. A. Berle. Moffat, Yard & Co., New York.

In the frequent discussions of precocity, gifted children, etc., there are many attacks upon the school. Dr. Berle reports remarkable results with his own four children and many others whom he considers not extraordinarily able. He sees the responsibility of the home and society as well as the school for present conditions, and offers a sanely stated account of his own experience and the conclusions he draws from it for the use of those concerned with children. The book is well worth reading. F. A. M.

Dr. William A. McKeever of Manhattan, Kan., has prepared a series of *Home-Training Bulletins* costing one cent each in lots of ten or more (two cents for sample copies). No. 8 is headed "Instructing the Young in Regard to Sex." The general treatment is sensible—references are carefully given to support statements made. There is a very good bibliography. The author makes a direct appeal to the church as well as to the home.

**The Conquest of Nerves.** By J. W. Courtney, M. D. The Macmillan Company, New York. (Price, \$1.25.)

The chapters in which the symptoms of nervous disorder and their real, as opposed to their imagined significance are stated, will make good reading for almost everyone. The analysis and evaluation of Christian Science and other modern methods of gaining health are by no means so fairly given. The actual program of "conquest" (an unfortunate term—we need co-operation rather than conquest) is not new, but it is well stated. F. A. M.

C. W. Bardeen (Syracuse, New York) has done good service in publishing educational articles otherwise inaccessible, but one could wish that the binding and other accessories of some of his publications were in better taste. A recent number in his lists, Dr. Draper's **Necessary Basis of the Teacher's Tenure**, is a direct handling of the issue involved making good reading in these times of reconstruction. The author's conclusion is that the good of the State as well as the welfare of teachers requires permanency in position with removal for cause, but that the range of causes recognized by law must include all things which interfere with "proper management" and "vital and efficient instruction."

F. A. M.

**The Teaching of Physics for Purposes of General Education.** By C. Riborg Mann. The Macmillan Company, New York. (Pages 304 + xxv.)

The greater part of whatever is published on special school subjects is of little interest to those concerned with other departments of education. A notable exception is the work of Professor Mann of the University of Chicago. His addresses and papers, and even his textbook on physics (Mann and Twiss; publishers, Scott, Foresman & Co.), have much in them that has meaning in the larger educational field.

The title of this volume is noteworthy—*The Teaching of Physics for Purposes of General Education*. There are three parts: I, "The Development of the Present Situation"; II, "Physics and Democratic Education"; III, "Hints at Practical Applications." The first and second parts give the im-

mediate and more remote background of the subject. A very suggestive chapter, the plan of which might well be followed in other books for teachers, is the one on "Textbooks, Old and New." The titles of the chapters relating to physics and democratic education indicate the movement. They deal with the pedigree, method, the

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biography and discipline of physics. Teachers of method will find here a contribution to the too scant material available on scientific method.

The chapters on practical application open up the problems involved in teaching physics and in organizing the laboratory, but wisely do not attempt to specify too definitely the procedure of the individual teacher.

This number of the Macmillan *Teachers' Professional Library* keeps up the high standard set by the earlier works on English and mathematics by Mr. Chubb and Professor Smith, respectively.

FRANK A. MANNY.

H. W. Dresser's **Human Efficiency** (G. P. Putnam's Sons, New York. \$1.50 net) states the author's well-known philosophy of life in terms of the present efficiency movement. Few men have contributed more largely to the more wholesome side of the "New Thought" movement. "Hitherto we have not devoted time enough to the science of life. It is time now for each to begin by noting his own powers, their sources, tendencies and eligibility. \* \* \* It is within the power of everyone of us to contribute to the science of human society by thus making the utmost of ourselves."

M.

Dr. Jones of the Albany schools, in **Sources of Interest in High School English** (American Book Co., New York), refers to similar studies by Wessler, Abbott and others, and reports his own conclusions from returns in seven New York cities. His field was eighth grade and third year high school as reported a year later. The aim is "to show sources of interest, to explain why these qualities appeal to the reader, to connect the elements of interest with the literature in which they are found, and to relate their potency to the pupils' psychic growth." It eliminates, as far as possible, the teacher's immediate influence by securing the data for a whole year at the opening of school in the fall, after a long vacation has intervened and before the new teacher can make a strong personal impression.

The report consists largely of tables, graphs and lists, and it is not easy to get at the results. Some, however, as sex interest, the appeal of poetry and the essay, influence of other school subjects are interesting.

M.

Dr. Woolley in **Exercises in English** (D. C. Heath & Co., Boston. XXVIII + 147 pp.) furnishes "apparatus for drill in the elementary principles of English speaking and writing." The divisions of the book—The Use of a Dictionary, Grammatical Science and Terminology, Correct English, Rhetorical Principles, Mechanics, Letter Writing, Pronunciation—offer opportunity for the special kind of training most needed by the individual student.

M. S. P.

**Study of the Paragraph.** By Helen Thomas. (American Book Co., New York, 50 cents.)

This is a useful guide to better work in composition. There is a general discussion of the paragraph in relation to the sentence and the whole composition. The stages of growth are treated under three periods: (1) imitation, (2) suggestion, (3) originality. While the work is intended to help in the high school problem, elementary teachers will find much suggestion in it.

M.

**Children's Classics in Dramatic Form**, by Augusta Stevenson (Houghton-Mifflin Company, New York. 60 cents net), will suggest to many teachers possibilities in dramatizing other material. The selections



here given, ranging from *Jean Valjean* to *The Man Without a Country*, will make good material for oral reading and for freeing pupils in mutual communication.

Recognition of the interest of children in rhyme and rhythm is expressed by Emma L. Eldridge in *A Child's Reader in Verse* (American Book Co., New York. 25 cents). The illustrations will appeal strongly to little children. M. S. P.

**A Primer of Essentials in Grammar and Rhetoric.** By Marietta Knight. American Book Co., New York.

In 64 pages we have in brief, definite form the rules, definitions and principles of English grammar and rhetoric. It is the kind of a manual the well-trained teacher will find a good basis of operation. There is a full index.

Henry Holt & Co., New York, publish Stevenson's *Treasure Island* in the *English Readings for Schools*. There are 50 pages of biography, bibliography and criticism; 20 more of notes and questions, with 238 of well-edited text.

**The Handicraft Book**, comprising methods of Teaching Cord and Raffia Constructive Work, Weaving, Basketry and Chair Caning in Graded Schools. By Anne L. Jessup and Annie E. Logue. A. S. Barnes Company, New York.

This tells of a three-year course between the kindergarten occupations and the more advanced domestic and manual work of the grammar school.

There is a very good chapter on constructive supplies and the methods of preparing them for class use. M.

**Educational Needlecraft.** By Margaret Swanson and Ann Macbeth. Longmans, Green & Co., New York.

"This book represents the first conscious and serious effort to take needlecraft from its humble place as the Cinderella of Manual Arts and to show how it may become a means of general and even of higher education." Margaret McMillan furnishes a very readable preface, in which one gets a glimpse of her broad educational theories.

The course is developed on common-sense principles, and shows careful adaptation to child development. The illustrations in color are very attractive. F. A. M.

**A Beginner's Star-Book: An Easy Guide to the Stars and to the Astronomical Uses of the Opera Glass, the Field Glass and the Telescope.** By Kelvin McKready. G. P. Putnam's Sons, New York. (Pp. VI + 148. Price, \$2.50.)

Any aid to acquaintance with the stars should be welcome. This work seems to combine simplicity with scientific exactness. It is not a textbook nor a manual, but a straightforward introduction and guide to the stellar world. The mathematics of astronomy is not a requisite to the ends to be attained, and the author can quote poetry that is appropriate without sentimentality. F. A. M.

Bertha M. Clark's *General Science* (American Book Co., New York. 80 cents) is another response to the demand for foundation high school courses in science. In thirty-five chapters various subjects mainly in physics are discussed. Among the practical topics are: "The Water Problem of a Large City," "Man's Conquest of Substances" and "Drugs and Patent Medicines." There is an absence of any directions for doing or references for further reading. The latter is provided separately in a *Laboratory Manual in General Science*. The author is head of the Science Department in the William Penn High School for Girls, Philadelphia.

**The Essentials of Socialism.** By Ira B. Cross, Leland Stanford, Jr., University. The Macmillan Company, New York. Price, \$1.00.

With a Western court attempting to recall a man's citizenship because of his advocacy of socialism, it becomes more urgent that the subject be more carefully defined and better understood. Dr. Cross has had intimate acquaintance with socialist propaganda, and has a thorough training in economics and political science. It is possible that in his attempt to be fair he has overstressed the conservative side.

No previous work has succeeded so well, however, in assisting the lay reader to learn the differences between various kinds of socialists, the distinction between the movement and other schemes for social betterment, its relation to trades-unionism, etc. FRANK A. MANNY.

**Eloquence, Counsel on the Art of Public Speaking**, by Garrett P. Serviss (Harper & Brothers), has four chapters on "The Instinct," "The Preparation," "The Practice" and "Illustrative Examples." It contains many useful suggestions.

**The Industrial Primer.** By Mary B. Grabb and Frances Lillian Taylor. D. C. Heath & Co., Boston.

The lessons tell of Our Home, Paper Town, The Farm, The Park—examples of "the correlation of construction work with a continued story." The word list is given with phonic material, and there are many suggestions of hand-work exercises, with patterns and directions.

Miss Hasbrouck has compiled *The Boys' Parkman* (Little, Brown & Co., Boston, 60 cents). Ten of the most striking sections from Parkman's works are given as *The Discovery of the Mississippi*, *Fouty's Adventures with the Indians*, *The Fall of Quebec* and *The Siege of Detroit*. It is worth while to render live stories available for boys.

Everychild's Series (The Macmillan Company, New York, 40 cents net) is represented by "Old Time Tales" and "In Those Days." The former gives old stories and ballads from Europe and the Occident, and half a dozen less known tales of the Orient. The latter chronicles a close companionship of a grandmother and a little girl who live together in stories of the pioneer life in its patchwork, school, household occupations, games and enjoyments.

**Evenings With Grandma**, by John W. Davis (D. C. Heath & Co., Boston. 289 pp.), is one of the *Davis-Julien Series of Readers*, the general plan of which is obscure. The frontispiece, Rembrandt's *Madame Bas*, and the final full-page reproduction of the Metropolitan Life Insurance Company Building, New York, illustrate the wide variety of subject-matter of the book, the character of which, however, leaves much to be desired. M. S. P.

**Hassan in Egypt** is another of those rich bound geographical readers in Little, Brown & Co.'s (Boston) *Little People Everywhere* series. The pictures are delightful, and the text reads well.

Lathrop, Lee & Shepard Co., Boston, in the U. S. Service Series, tell of the new fields of warfare against child labor, smuggling, blood feuds and other vestiges of more primitive social life. Francis Rolt-Wheeler writes "The Boy with the U. S.

Survey," "The Boy with the U. S. Foresters" and "The Boy with the U. S. Census." They are well illustrated, and afford a reasonably accurate introduction to the problems involved. The call of the Census reads as follows: "In hazardous scout duty into these fields of danger the Census Bureau leads. The Census is the sword that shatters secrecy, the key that opens trebly-guarded doors; the Enumerator is vested with the Nation's greatest right—the right to know—and on his findings all battle lines depend." The style of the story reminds one at times of Oliver Optic, but the subject-matter shows the advance of a generation. F. A. M.

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